

# School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12



## Edison Language Academy

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2011-12)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Edison Language Academy	<b>District Name</b>	Santa Monica-Malibu Unified
<b>Street</b>	2425 Kansas Ave.	<b>Phone Number</b>	310 450-8338
<b>City, State, Zip</b>	Santa Monica, CA 90404-5204	<b>Web Site</b>	<a href="http://www.smmusd.org">www.smmusd.org</a>
<b>Phone Number</b>	310 828-0335	<b>Superintendent</b>	Sandra Lyon
<b>Principal</b>	Lori Orum	<b>E-mail Address</b>	<a href="mailto:slyon@smmusd.org">slyon@smmusd.org</a>
<b>E-mail Address</b>	<a href="mailto:lorum@smmusd.org">lorum@smmusd.org</a>	<b>CDS Code</b>	19-64980-6022545

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## School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

### District Vision:

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

### About Edison Language Academy:

Edison Language Academy is a K -5 dual immersion school serving 450 children in Spanish and English. Edison is the first of three schools in the Santa Monica Malibu Unified School District's K-12 Language Academy. One of only a handful of such programs in the nation, the Language Academy begins at Edison with approximately equal numbers of Spanish and English speaking students. Edison is a school of choice for all families. Students come from the eastern edge of the Pico Neighborhood and throughout SMMUSD, with children in neighboring districts admitted on a space available basis.

The dual immersion program provides students with an academically rigorous program that promotes high achievement, develops language proficiency in English and Spanish, and imbues children with an awareness and appreciation for diverse cultures and communities. Edison students come from diverse racial, ethnic and socioeconomic backgrounds. Nearly two-thirds of the students are Latino, over half are English language learners, and approximately half come from low-income families.

We are proud that Edison's Academic Performance Index (API) has grown by more than 173 points over the last nine years, with growth for all groups of students. The California State Department of Education has awarded Edison four consecutive Title I Academic Achievement Awards for exceeding achievement goals for all significant subgroups of students.

All Edison teachers are bilingual and are rated as highly qualified with BCLAD or equivalent credentials. Three teachers and the principal are National Board certified teachers. Parents are actively involved as volunteers (over 230 are trained as classroom volunteers), members of parent organizations, and fundraisers.

Edison's goals for school improvement focus on increasing achievement for all students in English, Spanish and mathematics while simultaneously closing achievement gaps between different groups of students. Resources are allocated to accelerate the achievement of students who are not yet proficient, and additional intervention and instructional opportunities are provided to support their growth. Other school goals include creating a school climate that involves parents and creates a safe school environment that emphasizes effort. In the winter of 2011 we will break ground on the construction of a brand new school that provides more space, modern upgrades, and reduces the school's carbon footprint.

## Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Yoly Gutierrez, Community

**Contact Person Phone Number:** (310) 828-0335, ext. 61-152

Edison offers many parent involvement opportunities. The school has the following organizations that support parent involvement: PTA, English Learner Advisory Council (ELAC), and a School Site Council. In addition, parents participate as classroom volunteers, library volunteers, room parents, Safety and Facilities Team members, and tutors. The school provides an orientation for all parents wishing to volunteer in classrooms and has a volunteer code of conduct.

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## Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	79	Grade 8	
Grade 1	81	Ungraded Elementary	
Grade 2	74	Grade 9	
Grade 3	76	Grade 10	
Grade 4	73	Grade 11	
Grade 5	64	Grade 12	
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	

## Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.10%	Two or More Races	0.40%
American Indian or Alaska Native	0.20%	White (not Hispanic)	21.20%
Asian	2.00%	Socioeconomically Disadvantaged	50.00%
Filipino	0.00%	English Learners	38.80%
Hispanic or Latino	71.70%	Students with Disabilities	9.40%
Pacific Islander	0.20%		

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## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	20.0	4	0	0	23.7	0	3	0	26.3	0	3	0
1	20.0	4	0	0	23.0	0	3	0	27.0	0	3	0
2	19.0	4	0	0	23.0	0	3	0	24.3	0	3	0
3	18.0	4	0	0	21.7	0	3	0	25.0	0	3	0
4	29.0	0	2	0	22.0	0	3	0	24.3	0	3	0
5	31.0	0	2	0	28.5	0	2	0	21.7	3	0	0
6	--	--	--	--	--	--	--	--	--	--	--	--
k-3	--	--	--	--	--	--	--	--	--	--	--	--
3-4	--	--	--	--	--	--	--	--	--	--	--	--
4-8	--	--	--	--	--	--	--	--	--	--	--	--
Other	--	--	--	--	--	--	--	--	--	--	--	--

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## III. School Climate

### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

Edison's Emergency Safety Plan was updated in February 2011 and submitted to the District's Student Services Director, the Santa Monica Police Department for review, and to the Board of Education for approval. Each fall the safety plan is reviewed by the Edison Safety Committee, plans and procedures are reviewed with all staff (most recently on October 12, 2011). Clipboards with emergency procedures and evacuation areas/routes are placed in each classroom and updated at the beginning of each school year. The safety plan includes evacuation routes and procedures, search and rescue teams, assembly areas, and a parent/student reunion station. Staff and students practice procedures and routines for fire and earthquake evacuation and lock down on a regular basis. Edison students learn on a campus that is safe and secure. Students are supervised in the morning beginning at 7:45 am up until classes begin at 8:15 (K-1-2) and 8:30 am (grades 3-4-5). All gates are locked by 8:35 am. All visitors must enter through the main office, sign-in, receive a visitor's badge, and state the purpose of their visit. After student dismissal, all gates but one, which is supervised by an after-school security staff person, are locked again at 3:15 pm. for the protection of students in the after-school care, recreation, academic and enrichment programs.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	0.47	0.92	0.67	4.45	4.05	4.39
<b>Expulsions</b>	0.00	0.00	0.00	0.07	0.03	0.03

Date School Safety Plan last reviewed: 10/11/2011

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## IV. School Facilities

### School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Edison's facilities are well maintained and are in well-functioning condition. The facilities fully support teaching and learning at all levels. Edison was built in 1951. The school facilities are in good working order. Major repairs are conducted by district personnel and minor repairs are serviced by the school's custodians. However, over half the buildings on campus are older, relocatable classrooms and the campus is beginning a major construction project that will result in the construction of a completely new school. Work will begin in the summer of 2011. In preparation for that project, the Edison Pre-School has been relocated to another SMMUSD campus, and two new bungalows have been placed on campus for functions that needed to be relocated from classrooms that we will lose in the construction project. During construction, a soundwall will divide the campus into two parts. The school will operate on the part of the campus accessible from Kansas Avenue and the new school will be built on the part of the campus accessible from Virginia Avenue. New playspaces will be created on the Kansas Avenue side of the campus for outdoor recess and physical education. The safety plan, evacuation areas and routes have been revised, and children have practiced evacuation drills in the new areas so that the school will be ready to continue to operate safely when construction begins. Classrooms are provided adequate materials in order to optimize student achievement. Our campus playground contains grade appropriate games and equipment, and our staff has a workroom and lounge in which to work and relax. All classrooms, restrooms and playgrounds are cleaned on a regular basis. There are 2 full-time custodians assigned to the Edison Language Academy: one daytime and one nighttime, and a part-time night custodian who assists with the facilities used for pre-school and for after-school care. They are responsible for the general overall cleanliness of the school facility. Daily they check all parts of the school campus for graffiti, damage, and cleanliness. All staff members are asked to immediately report any facility or rooms in need of repair or that may be a health or safety concern. There is a school safety committee that meets periodically throughout the school year to review and make recommendations regarding school safety issues. The School District employs Maintenance and Operations staff that oversees the maintenance and upkeep of all school district facilities. The district employs a technically trained staff of maintenance personnel to attend to the regular maintenance needs of the facility. The district also employs staff and grounds persons who are responsible for grounds care and maintenance. With support from the City of Santa Monica, SMMUSD, the Edison PTA, a local foundation and donations from individual families, community and business members, in 2006 Edison re-designed its central cafeteria courtyard to create another low-water use space. The space is now surrounded with murals of the Santa Monica Bay and the courtyard has drainage and landscaping features that reduce water use and runoff to the Bay. Edison has many murals on its walls created by professional artists and children.

### Planned Improvements (School Year 2011-2012)

As part of the Relocatable project, two classrooms were installed at Edison. These classrooms, which serve as temporary swing classrooms during construction, were occupied in February 2011. The construction contract for the new Edison Language Academy Project was awarded to Swinerton Builders and construction began in late August. The two residential properties that were previously acquired were abated and demolished. Additional demolition on site included one classroom building. Three existing relocatable classrooms within the construction area were also removed from site. The construction zone has been completely fenced in with sound walls allowing for separation between the construction site and occupied school areas. Temporary playfields were constructed on site to allow for recess and play spaces for the students during the duration of the project.

The district continues to keep its Deferred Maintenance fund open, however flexibility provided by the State has allowed us to use balances in this fund to relieve the General Fund, due to shortages in State funding. This flexibility was used during the 2010-11 fiscal year and is expected to be used in 2011-12. The district did not transfer any of the fund balance back to the General Fund, but has not made new contributions in the past two years. The balances in the Deferred Maintenance fund are still being used on approved maintenance projects. The district is carefully deciding which projects to move forward, as we do not expect to contribute additional funds from the district or receive new state Deferred Maintenance any time soon.

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## School Facility Good Repair Status (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X			
<b>Interior: Interior Surfaces</b>			X	General maintenance. (Site will be torn down this summer)
<b>Cleanliness: Overall Cleanliness, Pest/Vermin</b>	X			
<b>Electrical: Electrical</b>	X			
<b>Restrooms/Fountains: Restrooms, Sinks</b>	X			
<b>Safety: Fire Safety, Hazardous Materials</b>	X			
<b>Structural: Structural Damage, Roofs</b>	X			
<b>External: Playground/School Grounds</b>	X			

## Overall Summary of School Facility Good Repair Status (School Year 2011-12)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
<b>Overall Summary</b>		X		

Date of inspection: 9/17/2011

Completion date of inspection form: 9/17/2011

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## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	25	24	21	520
<b>Without Full Credential</b>	0	1	1	7
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	n/a

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.00%	0.00%
<b>All Schools in District</b>	100.00%	0.00%
<b>High-Poverty Schools in District</b>	100.00%	0.00%
<b>Low-Poverty Schools in District</b>	100.00%	0.00%

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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	--
Counselor (Social/Behavioral or Career Development)	0.00	--
Library Media Teacher (Librarian)	0.00	--
Library Media Services Staff (paraprofessional)	1.00	--
Psychologist	0.50	--
Social Worker	0.00	--
Nurse	0.40	--
Speech/Language/Hearing Specialist	0.60	--
Resource Specialist (non-teaching)	0.60	--
Other	0.00	--

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

#### Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All students at Edison have access to state-approved and district adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year and new mathematics materials in 2008-09. With the textbook adoption process frozen, the district is currently in the process of refreshing the English Language Arts curriculum, using the existing texts. All students, including English Learners, have their own copy of textbooks, except in the case where "Big Books" are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for Board approval through a comprehensive process by a district-wide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to Board approval. Edison purchases Language Arts materials in Spanish only for grades K-1-2 since the school is a dual immersion school using a 90/10 model (literacy instruction in English begins in 2nd grade). Language Arts materials in grades 3-4-5 are purchased in both English and Spanish to facilitate the development of grade level competencies in both languages. Materials in mathematics are purchased in Spanish for all grade levels. Generally, science materials are purchased in Spanish (with the exception of 5th grade) and Social Studies materials are purchased in Spanish (with the exception of 5th grade).

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Edison did not have any textbook insufficiency for the 2011-12 school year.

## Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin Reading	2003
History-Social Science	California Reflections/Harcourt	2006
Mathematics	enVision Math/Scott Foresman	2008
Science	Harcourt Science	2007

## Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual & Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 10/20/2011

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## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$6,212.00	\$685.00	\$5,527.00	\$68,124.00
District	--	--	\$6,352.00	\$68,595.00
Percent Difference - School and District	--	--	-14.93 %	-0.69 %
State	--	--	\$5,455.00	\$67,667.00
Percent Difference - School and State	--	--	1.30 %	0.67 %

### Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Edison has a Title I Schoolwide Program. Funds available through this program enrich instruction by providing: instructional aides for classrooms to facilitate small group instruction; reading intervention programs in Spanish and English reading in grades K-3 program for students grades 1 - 5; support for a full-time bilingual community liaison; professional development and additional supplies and materials for teachers. Funding through the School Improvement Block Grant also supports instructional technology and materials training for teachers on using technology equipment repair and replacement. Additional funding through the SMMUSD Equity Fund supports technology, GATE enrichment, and intervention programs. Funding from the Edison PTA provides additional support for instructional aides, assemblies, field trips, K-1-2 music, K-5 theater Arts (in partnership with PSArts), intervention programs, arts enrichment programming, instructional supplies, assemblies and field trips.

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## Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$43,129.00	\$41,035.00
<b>Mid-Range Teacher Salary</b>	\$64,397.00	\$65,412.00
<b>Highest Teacher Salary</b>	\$86,700.00	\$84,837.00
<b>Average Principal Salary (Elementary)</b>	\$107,067.00	\$106,217.00
<b>Average Principal Salary (Middle)</b>	\$115,686.00	\$111,763.00
<b>Average Principal Salary (High)</b>	\$127,150.00	\$121,538.00
<b>Superintendent Salary</b>	\$213,994.00	\$197,275.00
<b>Percent of Budget for Teacher Salaries</b>	40.0%	39.0%
<b>Percent of Budget for Administrative Salaries</b>	6.0%	5.0%

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## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	61%	71%	71%	68%	70%	72%	50%	52%	54%
Mathematics	67%	77%	75%	56%	59%	60%	46%	48%	50%
Science	60%	77%	83%	69%	70%	74%	50%	53%	56%
History-Social Science	0%	0%	0%	57%	54%	62%	41%	44%	48%

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## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	62%	67%	76%	
Pacific Islander				
Two or More Races	77%	92%		
White (not Hispanic)	96%	95%	100%	
Male	66%	73%	83%	
Female	75%	77%	83%	
Economically Disadvantaged	57%	67%	70%	
English Learners	52%	62%	72%	
Students with Disabilities	42%	45%		
Students Receiving Migrant Education Services				

## California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.10%	27.70%	47.70%
7			
9			

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## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	8	9
Similar Schools	10	9	9

### API Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	School		District		State		School - Actual API Change		
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	08-09	09-10	10-11
All Students at the School	282	882	8,528	855	4,683,676	778	3	34	5
African American	8	--	516	731	317,856	696	--	--	--
American Indian or Alaska Native	0	--	12	831	33,774	733	--	--	--
Asian	5	--	498	929	398,869	898	--	--	--
Filipino	1	--	44	890	123,245	859	--	--	--
Hispanic or Latino	200	845	2,639	784	2,406,749	729	-3	40	2
Pacific Islander	0	--	32	881	26,953	764	--	--	--
Two or More Races	12	933	533	885	76,766	836	N/D	--	--
White (not Hispanic)	55	983	4,246	902	1,258,831	--	30	16	21
Socioeconomically Disadvantaged	134	828	2,356	756	2,731,843	726	3	43	4
English Learners	114	833	1,491	780	1,521,844	707	-5	38	-5
Students with Disabilities	34	743	911	621	521,815	595	--	--	--

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## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	No	No
<b>Percent Proficient - Mathematics</b>	No	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	n/a	Yes

## Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	
<b>First Year of Program Improvement</b>		2012
<b>Year in Program Improvement</b>		1
<b>Number of Schools Currently in Program Improvement</b>		1
<b>Percent of Schools Currently in Program Improvement</b>		6.3%

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## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

All teachers and staff at school sites participate in ongoing professional development and curriculum and instructional improvement efforts through banked time, a total of 90 minutes of meeting and professional development time each week at each site. In addition, there is one day set aside in our academic calendar for intensive professional development and planning. This day is developed by and conducted at individual school sites to meet the specific professional development needs for each school. Areas of school-wide focus for teacher and administrator professional development are determined by a needs assessment conducted by the school leadership. The needs assessment consisted of a review of summative and formative student achievement data and the collection of input from teachers and administrators. The primary focus areas for professional development district-wide are:

- \*Building Professional Learning Community through Lesson Link (a form of Lesson Study), Academic Conferences and Learning Walks
- \*Strengthening our Middle School programs
- \*Improving literacy instruction
- \*Improving mathematics instruction
- \*Meeting the needs of diverse learners to close the achievement gap

A variety of methodologies are used to provide professional development. It is a goal for the SMMUSD to provide coaching to teachers through a variety of mechanisms. Coaching and mentoring occur through several programs such as BTSA, National Boards, literacy and ELD coaching, teacher leadership, and such specialized programs as Cotsen Fellows and Mentors, EETT mentor/coaches and Lesson Link. Additionally, professional development occurs through workshop series during banked time or after school opportunities. Teachers may also attend workshops or conferences that are relevant to their instructional focus. In addition, teachers have the opportunity to attend full-day professional development activities offered by our own staff or appropriately selected consultants.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to district wide curriculum and instructional initiatives. All eligible teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification. In addition, each year, at individual school sites, teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade level teams as appropriate. Edison's focus is to continue to work to close gaps in achievement in language arts and math for different groups of students -- specifically working to increase achievement for English learners and students from low-income families. Teachers are working to increase familiarity with Cognitively Guided Instruction and Pictorial Math and strengthen differentiated instruction. In language arts instruction, we are developing targeted instruction on non-transferable skills in English, working to improve systematic vocabulary instruction, and to refine teacher skills in Readers and Writers Workshop.

### Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2008-09	2009-10	2010-11
Annual number of school days dedicated to staff development	3	1	1