



Santa Monica Malibu Schools

Edison Language Academy School Accountability Report Card (SARC) 2001-2002

Edison Language Academy School

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Vision Statement

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, multi-lingual 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.

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC “shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children.” We believe that information contained in this report will enable you, the reader, to gain an accurate and realistic picture of Edison Language Academy.

Principal’s Message

It is pleasure to present the Edison Language Academy’s Accountability Report Card to our parents and community. We are proud of our unique dual-language learning program, one of only a handful offered in California schools. Students entering the Edison Language Academy begin academic instruction in Spanish during their first three years of school. Formal exposure to English print and reading instruction begins in the 3rd grade. Our Spanish Immersion Program continues at the middle school and high school levels providing our students with a comprehensive, continuous language learning opportunity. The Edison Language Academy has been recognized at the State level for it’s excellence in providing an academically challenging curriculum as well as an opportunity to master a second language. We are proud of



our accomplishments, of our language learning program and of our students and their achievement. We welcome this opportunity to share our school’s excellence with you through this Accountability Report Card.

Steve Martinez, *Principal*

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About Our School

School Description

Edison Language Academy offers a two-way Spanish immersion program to its students in a Pre-School and Kindergarten through 5th grade setting. Currently Edison Language Academy serves a student population of 432. There are 21 classroom teachers in Kindergarten through 5th grades and 2 Pre-School teachers. In addition to the classroom teaching staff the school has the following support staff members: Schoolwide Title I Coordinator, Miller-Unruh Reading Specialist, Library Coordinator, Technology Coordinator, Bilingual Community Liaison, Physical Activities Specialist, El Nido Family Therapist, and two-50% Special Education Resource Specialist. Also serving students during the week on a part-time basis are the School Nurse, Speech Pathologist, School Psychologist, and two Instructional Music Teachers. There are also 8 Bilingual Instructional Assistants working in all classrooms at various times throughout the school day. Serving the front office are a full-time Bilingual Administrative Assistant/Office Manager and a full-time Bilingual Attendance Clerk.

School Mission Statement

The Edison Language Academy creates a unique pre-K through 5th grade community of learners in which students of all backgrounds become biliterate in English and Spanish in a multi-cultural environment. The goal of the language immersion program is to provide an environment that promotes high academic achievement among all students, preparing them to be responsible, productive citizens of our global community.

Our Vision Statement: By the time our students leave Edison Language Academy in fifth grade, they will

- be effective bilingual-biliterate communicators

- be critical thinkers

- be responsible global citizens

Opportunities for Parent Involvement

Opportunities for parent involvement include classroom assistance, lunch and playground supervision, PTA, School Site Governance, Bilingual Advisory Committee, African American Parent Group, Room Parents, and after school tutoring. Contact: Laura Maiztegui, Schoolwide Title I Program Coordinator for further information on parent involvement opportunities.

Student Enrollment and Demographic Information

2000-2001	Number of Students	Percentage of Students	Grade Level	Enrollment
African-American	28	6.5	Kindergarten	75
Amer. Indian or Alaska Native	0	0.0	Grade 1	70
Asian-American	4	0.9	Grade 2	71
Filipino-American	0	0.0	Grade 3	72
Hispanic or Latino	310	71.8	Grade 4	76
Pacific Islander	0	0.0	Grade 5	68
White (Not Hispanic)	90	20.8	Total	432

School Safety, Discipline and Climate for Learning

Each year the Edison Language Academy Safety Committee reviews and updates the school's Emergency Safety Plan. The plan is submitted to the district's Student Services Director and the Santa Monica Police Department for approval. At the beginning of the school year the plan is reviewed with all certificated and classified staff members. The plan includes evacuation routes and procedures, search and rescue teams, assembly areas, and parent/student reunion station. The school's Emergency Plan was most recently during the fall of the last school year.

Programs and Practices that Promote a Positive Learning Environment

Students engage in a variety of school programs and activities that promote a positive learning environment at the Edison Language Academy. Teachers acknowledge student achievement in many ways including classroom certificates of achievement, displaying class work, positive incentives for work well done, and Student of the Week. The school promotes a positive learning environment by giving students a voice through Student Council which meets twice a month. The school also has established a classroom "buddies" model in which older grade classes pair up with primary grades for various activities, fieldtrips

The Edison Language Academy maintains a 60% Spanish dominant population to a 40% English dominant population in order to create language model among all students. This promotes positive student interactions across all students from various backgrounds.

The school has a "Peer Mediation" team that works to resolve conflicts that may arise on the playground during recess and lunchtime. Mediation training is given once a year to upper grade students desiring to become peer mediators. Two teachers act as mediation coaches and trainers in this program and meet periodically throughout the school year with student mediators.

Suspensions and Expulsions

Principles of accountability, respect for others and personal responsibility form the basis for all our schools' understanding about student behavior. While the District has Board approved policies for student behavior, individual school sites establish procedures that are developed with the participation of staff, parents and students.

Teachers maintain a positive classroom environment through a progressive behavior modification systems. Classroom rules are clearly posted in each class. Students understand acceptable classroom behavior and the consequences should these rules not be followed. Copies of these rules are given to parents at the beginning of the school year and discussed at Back-To-School Night.

Data reported by the CDE does not differentiate between students who have been suspended for one day and those who have been suspended for twenty days. Neither does it differentiate between students who are disobedient from those who have committed an assault. The CDE SARC Advisory Committee is aware of this and is working to simplify data reporting to allow better comparisons between schools. The table below shows the number of incidents and rate. The number of suspensions is the total number of incidents. The rate of suspensions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment. SMMUSD does not expel elementary students.

	School			District All Elementary		
	2000	2001	2002	2000	2001	2002
Elementary Suspensions (Number)	2	10	15	121	119	121
Elementary Suspensions (Rate)	0.46	2.29	3.44	2.18	2.25	2.19



School Facilities

There are 2 full-time custodians assigned to the Edison Language Academy: one daytime and one nighttime. 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 recommendation regarding school safety issues.

The School District employs a 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 a staff and grounds persons who are responsible for grounds care and maintenance.



About Our Students

STAR 9 Report

For the fifth year, California public school students in grades 2 through 11 took part in the state's STAR Program. The spring 2001 administration included two major components: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and California Standards Tests. Subject areas tested on the Stanford 9 were the same as the previous year. Writing tests at grades 4 and 7 and science and history-social science tests at grades 9 through 11 were added to the California Standards Tests last spring.

California Standards Tests (CST)

The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001. Electronic versions of subject content standards adopted by the California State Board of Education are available at <http://www.cde.ca.gov/standards/> and http://www.cde.ca.gov/cdepress/standards_brochures.html. Additional information regarding the content standards is also available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints.html>.

Standards Tests for 2002 STAR include questions from the Stanford 9 English-Language Arts tests for grades 2 through 11 and Mathematics tests for grades 2 through 7 that are aligned to state-adopted standards and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.

English Language Arts (ELA)

The California English Language Arts Standards scores are based on 75 questions for grades 2 and 3 and 90 questions for grades 4 - 11. For all grades the California English Language Arts Standards Tests have 35 questions specifically written for assessing competency. The additional 40 questions for grades 2 and 3 and 55 questions for grades 4 - 11 are taken from the Stanford 9 reading and language tests. Stanford 9 spelling test questions are also used in grades 2 - 8. Language Arts experts matched the Stanford 9 questions to California's content standards and selected the specific questions to be used as part of the standards-based scores for each grade. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. The California Department of Education's Language Arts Standards are available at: <http://www.cde.ca.gov/statetests/star/resources/blueprints/ela/ela2to10.pdf> The tables below show the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

CST English Language Arts (ELA)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---		15	---	57	54	---	32	32
3	---	15	21	---	51	53	---	30	34
4	---	32	34	---	59	58	---	33	36
5	---	33	24	---	54	58	---	28	31

CST ELA Subgroups

Grade Level	Male	Female	English Learners	Nt English Learners	Socio-economically Disadvantaged	Nt Socio-economically Disadvantaged	Hispanic or Latino	White (not Hispanic)
2								
3	28	12	6	32	12	33	10	58
4	28	44	21	59	13	65	25	73
5	7	36	5	50	8	41	12	53



CST Mathematics

A high-quality mathematics program trains the mind to be analytical, providing the foundation for intelligent and precise thinking. California Mathematics Standards Tests address state-adopted content standards in mathematical reasoning, problem solving, and basic computational skills. More information is available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints/math/math2to7.pdf>

percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	--	--	38	--	--	60	--	--	43
3	--	--	25	--	--	54	--	--	38
4	--	--	44	--	--	60	--	--	37
5	--	--	19	--	--	53	--	--	29

CST - Subgroups Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2						
3	32	16	6	40	14	40
4	39	51	39	52	40	50
5	18	21	13	30	14	26

CST - Racial Ethnic groups - Mathematics

Grade Level	Hispanic or Latino	White (not Hispanic)
2		
3	12	69
4	43	64
5	17	24

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2			31	75	78	77	49	51	53
3	35	31	33	71	71	72	44	46	47
4	48	48	46	73	73	74	45	47	49
5	41	53	43	71	75	75	44	45	46

Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2			77	80	82	80	57	58	62
3	47	48	51	76	74	74	56	59	62
4	62	54	61	75	79	81	51	54	58
5	57	55	60	76	79	81	50	54	57

Sat 9 Racial/Ethnic - Groups

Mathematics

Grade Level	Hispanic or Latino	White (not Hispanic)
2		
3	41	92
4	59	83
5	53	76

Reading

Grade Level	Hispanic or Latino	White (not Hispanic)
2		
3	20	69
4	40	67
5	29	82

Stanford 9 Subgroups - Reading

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2						
3	43	22	10	53	22	50
4	43	50	38	61	26	74
5	36	48	20	75	24	65

Stanford 9 Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2						
3	57	44	32	66	44	61
4	53	72	58	67	51	76
5	50	68	48	79	46	77

California Fitness Test

Assembly Bill 265, signed into law in October 1995 (E.C. Section 2, Chapter 6. Section 60800) re-established the statewide physical performance test and mandated that: "during the month of March, April, or May, the governing board of each school district maintaining any of grades five, seven, and nine shall administer to each pupil in those grades the physical performance test designated by the State Board of Education."

AB265 also required that the physical fitness testing data be collected at least once every two years. In February 1996, the State Board of Education designated the *Fitnessgram* as the required physical performance test to be administered to California students. For a complete copy of this report, please see <http://www.cde.ca.gov/stateTests/pe/>.

The *Fitnessgram* uses criterion-referenced standards to evaluate fitness performance. The standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Findings from current research based on the United States national norms have been used as the basis for establishing the *Fitnessgram* standards. Performance is classified into two general areas: "in the healthy fitness zone (HFZ)" and "needs improvement." Physical fitness consists of three components: 1) aerobic capacity, 2) body composition, and 3) muscular strength, endurance, and flexibility. Activities used to measure these components may be found at <http://www.cde.ca.gov/challenge/pe.html> Percentage of 5th grade students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	26.1	25.0	27.6	30.5	33.6	27.7	22.2	23.4	21.5



Local Assessment

Teachers use a variety of assessment tools throughout the school year and in various grade levels in making a determination of whether a student meets or exceeds District standards in Language Arts (Reading and Writing) and Mathematics.

Percentage of students meeting or exceeding the district standard

Grade Level	Language Arts (Reading & Writing)			Mathematics		
	2000	2001	2002	2000	2001	2002
K	94.4	89.7	79.7	93.9	84.2	73.1
1	91.5	90.5	90.0	81.4	82.9	84.3
2	91.1	80.9	98.6	84.8	80.6	97.1
3	75.9	75.0	77.5	82.3	71.4	78.6
4	81.3	80.0	88.2	90.6	75.4	81.2
5	84.9	83.9	95.6	91.8	84.4	86.1

Academic Performance Index (API)

The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward that goal. Annual growth targets for future academic improvement are determined for schools based on the API. Schools that reach their annual targets may be rewarded. Schools that do not meet their targets may be eligible for interventions or subject to sanctions. The 2001 Base APIs include results from the California Standards Test in English Language Arts (CST ELA), which was given in spring 2001. Previous APIs had relied solely on results from the Stanford 9. The 2001 Base API determines the targets for the spring 2002 testing and provides new school rankings.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. For an explanation of terms please see: <http://www.cde.ca.gov/psaa/api/api0203/base/expn02b.htm>. A number of changes have occurred that impact the 2002 Base Academic Performance Index (API). In addition, California's proposal to respond to No Child Left Behind (NCLB) requirements could create further changes. A brief summary of current changes in the 2002 API Base and changes that could impact the API in the near future may be found at <http://www.cde.ca.gov/psaa/api/api0203/base/infog02b.pdf>.

School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001*		1999	2000	2001
Percentage Tested	77			Percentage Tested			
Base API Score	604			Growth API Score			
Growth Target	10			Actual Growth			
Statewide Rank	5			Eligible for Awards		NO	NO
Similar Schools Rank	7			Eligible for II/USP		NO	NO

A means the school scored at or above the interim Statewide Performance Target of 800 in 2001.

*Please note: Because the 2001 Base API includes the new California standards-based English Language Arts test and because the calculation of the 2001 Base API is different from the 2001 Growth API calculation, any comparison of the two would be inappropriate.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

API Subgroups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Hispanic or Latino				Hispanic or Latino			
API Base Score	517			API Growth Score			
Growth Target	8			Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	790			API Growth Score			
Growth Target	8			Actual Growth			
API Subgroups - Socioeconomically Disadvantaged							
API Base Score	477			API Growth Score			
Growth Target	8			Actual Growth			

A means the school scored at or below the interim statewide performance target of 800

Class Size (Class Size Reduction)

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS.

Grade	2000				2001				2002			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
K	19.00	3			18.67	3			19.33	3		
1	17.67	3			20.00	2			20.00	2		
2	20.00	2			20.00	2			20.00	2		
3	20.00	4			19.75	4			19.67	3		
4	27.00		2		22.00		3		23.33		3	
5	28.50		2		28.00		2		24.00		2	
K-3	19.00	3			21.80	4	1		22.80	4		1
3-4					20.00	1			19.00	1		
4-8	26.00		1						15.00	1		

Class Size Reduction Participation

California's K-3 Class Size Reduction program was established in 1996 to improve the educational program, especially in reading and mathematics, for children in kindergarten and grades one through three. Incentive funding is provided to participating school districts for the purpose of implementing an average pupil-teacher ratio of twenty to one in up to four grade levels.

More information is available at <http://www.cde.ca.gov/classize/>

Grade Level	Percentage of Pupils Participating		
	2000	2001	2002
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

What We Teach

Instruction and Leadership/Curriculum Improvement

The Edison Language Academy strives for continual educational reform and curricular improvement opportunities. Teachers have recently undergone training in the Principles of Learning and each year will select and focus on one principle for schoolwide implementation. The school, along with Leadership Team members, will institute classroom Walk Throughs, an organized visit through the school's learning areas, using the Principles of Learning to focus on the improvement of instruction and learning. The desired outcome of the Walk Through will be to focus the school's leadership and staff on the analysis of student work and what it reveals about the teaching and learning processes of the school. Further, it will enable all team members to diagnose areas of success and areas in need of improvement and will yield details about teacher practices and student learning in the school.

Student achievement results are analyzed yearly in an effort to effectively diagnose areas of instructional need. Student data, including results on multiple measures, have shown a continued need to support students in the early grades in the area of Spanish reading, and in the later grades in English reading. Teachers have been trained in the use of reading techniques and reading assessments. Many teachers have successfully integrated these techniques into their reading program. Classroom teachers are given many opportunities to observe the techniques as used by the Schoolwide Title I Coordinator, the Miller-Unruh Reading Specialist, and the Special Education Resource Specialists and other Edison Language Academy teachers. Teachers are provided with opportunities for small group and individual instruction on both guided reading and running records. They are supported in the classroom as they attempt to use new methodology and receive feedback to help them improve their implementation throughout the school year. The Schoolwide Title I Coordinator, who is a certified Reading Recovery Teacher, and the Miller Reading Specialist, oversee this process. Additionally, the District has provided opportunities in staff development in both guided reading and running records, and will provide in-service training in the upcoming years in which Edison Language Academy teachers can participate.

Students identified as academically low achieving are provided with increased learning opportunities with special emphasis on expanded learning experiences. Under-performing students and special needs students who are at-risk in their academic achievement are provided with an extended day program and summer school program as an intervention. The extended day program also provides enrichment opportunities for all students. Edison Language Academy offers an after school extended day program and a summer school program for students who are identified at risk. The programs have been altered each year in an attempt to fulfill student needs and to adhere to the requirements of the state for providing programs for these students. The programs are intended to provide early intervention for students who are in danger of retention.

Quality of and Currency of Textbooks and Other Instructional Material

The District adopts basic textbooks and instructional materials for students in grades K-8 in compliance with the adoption cycle of the State Department of Education. Textbooks and instructional materials are reviewed and selected by ad hoc committees consisting of teachers, administrators, and parents and/or community members. Textbooks for students in grades 9-12, which are also approved and adopted by the Board of Education, meet the curricular requirements of each course. Subject matter teachers and department chairs meet on a continuing basis to evaluate and make recommendations for textbook adoptions. Students in all of our schools have access to all basic and supplemental textbooks, as well as other instructional materials in sufficient quantity to effectively support the schools' instructional programs and promote student learning and achievement. At each of our schools, additional resources (materials, supplies and equipment) are provided to support the instructional program. These resources are generally funded through categorical funds, such as School Improvement (SI), Title I, and Title VI; grants from the state, such as AB3482, The Santa Monica-Malibu Education Foundation, and other agencies, as well as community and local school efforts.

Technology

The Santa Monica-Malibu Unified School District's Vision for Technology states that SMMUSD will prepare students for life in the information age. Rich resources, that include filtered Internet access, on-line electronic resources, multimedia, well managed school libraries, school web sites, and after school hours access to computers are available to all children in the School District. To support the vision, the Board of Education approved the Technology Use Plan that includes a set of goals for all students. These goals address technology use, access, curriculum integration, training, depth, partnerships, and ethics. There are six technology standards from which specific technology outcomes for elementary, middle, and high school students are derived.



Instructional Time & Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table on the right compares the number of instructional minutes offered at the school level to the state requirement for each grade. Each site considers these requirements when scheduling minimum days to insure that standards are maintained or exceeded.

Grade Level	Instructional Minutes	State Required	Minimum Day
K	39,600	36,000	0
1,2,3	53,235	53,100	37
4-5	55,910	54,480	37

The table on the right shows the number of minimum days at Edison Elementary School. These days allow teachers and administrators to collaborate on curriculum and instructional issues, to review school goals and progress in meeting those goals. Minimum days also provide school staff the opportunity to prepare for educational programs, parent conferences and school and District sponsored events.

Teachers and Staff

Credentials

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
Total Number of Teachers	22	24	25
Full Credential (Fully credentialed and teaching in subject area)	19	22	23
Teaching Outside Subject Area (fully credentialed but teaching outside of subject area)	0	0	0
Emergency Credential (includes district internship, university internship, pre-interns and emergency permits)	3	2	2
Teachers and Waivers (does not have credential and does not qualify for an emergency permit)	0	0	0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credential. As a result, categories on this report may not add up to Total Number of Teachers.

Pupil Support Staff (Counselors/Support Staff)

Title	FTE
Counselor	0
Library Coordinator	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Miller-Unruh Reading Teacher	0

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.



Teacher Evaluations

There is a yearly teacher evaluation procedure that ensures a high quality of instruction is provided to the students at the Edison Language Academy. First- and second-year probationary teachers are evaluated during the first two years of their contract. Teachers on a temporary contract are evaluated yearly. After permanent status has been reached, teachers are placed on a professional growth cycle in which a professional growth plan is submitted to the principal.

The Santa Monica-Malibu Classroom Teachers Association and the School District have agreed that the goals written by teachers being evaluated should be tied to the Baseline Teacher Competencies:

- Demonstrates Instructional Effectiveness
- Develops Classroom Management
- Demonstrates Professionalism

Substitutes

The Edison Language Academy secures its substitute teachers through the certificated personnel office at the Santa Monica-Malibu Unified School District Board of Education offices. Substitutes assigned to Edison are requested to be bilingual in Spanish and English whenever possible. The district maintains a list of qualified substitute teachers and interviews potential candidates throughout the school year. Substitute teachers are given an orientation session on school District policies and practices prior to employment and assignment to the school.

Professional Development

Each school year teachers participate in a three-day Staff Development and In-service training opportunity. In the past, topics covered have included Standards Based Instruction, Spanish and English Language Arts, English Language Learner Instruction, Classroom Technology, Computer Assisted Instruction, Student Assessment, Individualized Instruction, and Instructing Special Needs Students. In addition, staff meetings are used to discuss curriculum improvement strategies and methodologies.

A comprehensive staff development plan has been created which meets the needs of the school in the areas of reading and writing. Edison Language Academy continues to strive toward high levels of proficiency in the reading and writing in two languages for all children, and provides specific support for those students who are found to be low achieving academically.

Fiscal Services

Revenues and Expenditures

School districts rely on a variety of income sources for funding. The table below shows those sources for the most recently audited fiscal year and compares what SMMUSD receives to what all other unified school districts* statewide receive and to all other districts statewide. More detailed information regarding school finances is available at <http://www.ed-data.k12.ca.us/welcome.asp>.

*There are three kinds of districts in California: Elementary, High School and Unified.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01		General Fund REVENUES		Statewide Avg All USD	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA*)	% of Avg Unified	\$ / Student (ADA*)	\$ / Student (ADA*)
State Aid	\$24,088,355	\$1,966	71%	\$2,759	\$2,709
Local Property Taxes & Fees	32,417,737	2,646	153%	1,728	1,816
SUBTOTAL, REVENUE LIMIT SOURCES	\$56,506,092	\$4,613	103%	\$4,487	\$4,525
Federal Revenues	\$3,103,460	\$253	63%	\$403	\$392
Other State Revenues	20,522,894	1,675	100%	1,680	1,603
Lottery	1,793,021	146	98%	150	149
Other Local Revenues	15,101,177	1,233	356%	346	386
TOTAL	\$97,026,644	\$7,920	112%	\$7,066	\$7,054

The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01 EXPENDITURES				Statewide Avg All Unified Districts	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA)	% of Avg Unified	\$ / Student (ADA)	\$ / Student (ADA)
Certificated Salaries	\$45,707,010	\$3,731	107%	\$3,503	\$3,467
Classified Salaries	16,661,468	1,360	129%	1,052	1,046
Employee Benefits	10,681,537	872	89%	983	977
Books and Supplies	3,144,453	257	70%	366	366
Services, Other exp.	8,554,620	698	115%	606	598
SUBTOTAL	\$84,749,088	\$6,918	106%	\$6,509	\$6,454
OTHER	\$4,381,532				
TOTAL	\$89,130,620				
	\$7,986,024	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES			

The table below shows how SMMUSD spends its money in comparison to other unified school districts in the state and to all districts in the state.

CURRENT EXPENSE OF EDUCATION PER ADA (Per Education Code Section 41372)				
Santa Monica-Malibu Unified School District			Statewide Avg	
Total Dollars	Current Expense (ADA)	\$ / Student (ADA)	All Unified - Districts	All Districts
\$83,372,176	\$12,250	\$6,806	\$6,414	\$6,360

By law, the "current expense of education" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at an expenditure per pupil figure. Since the Current Expense figure excludes food services, facilities acquisition and construction, and certain other expenditures, the current expense per ADA amount is lower than the total expenditure per ADA shown in the preceding table on the left.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

Extensive financial information at the state, county, district and school level is available at Ed Source <http://www.edsource.org/index.cfm>.

Types of Services Funded

Per-pupil expenditures from categorical funds, based on district averages for services such as special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services is about \$2,342.

Salaries

Average Salaries (Fiscal Year 2000-2001)
Average Salary uses the statewide data category used for comparison by type and size of district.

Category	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,255	\$34,802
Mid-Range Teacher Salary	\$55,446	\$54,455
Highest Teacher Salary	\$76,890	\$68,873
Average Principal Salary (Elementary)	\$96,830	\$90,651
Average Principal Salary (Middle)	\$105,093	\$90,651
Average Principal Salary (High)	\$102,840	\$90,651
Superintendent Salary	\$161,322	\$135,657
Percentage of Budget for Teacher Salaries	43.41	43.85
Percentage of Budget for Administrative Salaries	5.61	5.35

Additional Compensation for Administrators

All administrators get health benefits that, on average, cost the district about \$6,600 per year. The District does not contribute into any pension plan for employees. The Superintendent receives a \$6,000 per annum allowance for mileage reimbursement.

