

Edison Elementary School

(also known as Edison Language Academy)

2402 Virginia Avenue • Santa Monica, CA 90404-5204 • (310) 828-0335 • Grades P-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Santa Monica-Malibu Unified School District

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District Governing Board

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Craig Foster
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& Fiscal Services/CFO**

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, lifelong 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.

Edison Language Academy Programs and Goals

Edison Language Academy is a unique learning community — it's SMMUSD's only dual immersion elementary school. Edison serves approximately 470 students in Preschool through 5th Grade, all of whom study in Spanish and English. Edison is the first of three schools in the SMMUSD's Pre-K-12 Language Academy. One of a small number of such established Pre-K-12 dual immersion programs in the nation, the Language Academy begins at Edison with approximately equal numbers of Spanish- and English-speaking students enrolled in Preschool through Grade 5. Students can continue their immersion studies into middle school (where the Language Academy is a strand at John Adams Middle School) and into high school at Santa Monica High School. Edison is a school of choice for all families, which also gives our learning community a unique character. Students come from the eastern edge of the Pico Neighborhood and throughout SMMUSD, with children in neighboring districts admitted on a space-available basis. An established program, Edison is celebrating its 31st anniversary as a dual immersion school. In 2016, Edison was named a National Blue Ribbon School -- a distinction awarded to 279 public schools and 50 private institutions, nationwide.

Edison's mission is to offer an academically rigorous program that promotes high achievement in all subjects, develops language proficiency in English and Spanish, and imbues children with an awareness of and respect for diverse cultures and communities. At Edison, this learning occurs in a multicultural environment. Nearly three-fourths of the students are Latino/a (with roots in the United States, Mexico, Central America, and various Latin American countries). About a third are English language learners with another 20% being bilingual at entrance. About half of our students come from low-income families. Our dedication to being an academically rigorous dual language program with high expectations for all is reflected in the growth of Edison's Academic Performance Index (API) by more than 175 points over the last decade, with growth for all groups of students. Our 2013 API — the last year for which an API is available — was 884. Scores have remained high under California's new accountability system with scores in English Language Arts and Math being among the strongest in the district, overall and for all groups of students. Edison has been awarded four Title I Academic Achievement Awards for exceeding achievement goals for all significant subgroups of students and has been awarded Honor Roll status from California Business for Educational Excellence from 2010-2016 as a high-achieving school that has narrowed achievement gaps.

Each year we strive to improve achievement for all groups of students and to narrow achievement gaps. We work to strengthen first teaching in English Language Development and English Language Arts and provide English Learner students with appropriate academic support services within the framework of the dual immersion program. We work toward the goal of having all Edison students — including English learners — be proficient or advanced in English language arts and math by the end of fifth grade. And as an immersion school, we also want our fifth graders to demonstrate proficient or advanced status in Spanish language arts. Our School Leadership Team is focusing on strengthening writing instruction for all students and working in Professional Learning Communities to collect and assess student work and use the information to develop targeted and more effective and vertically-articulated instructional practices. Other school goals detailed in our site plan include sustaining meaningful parental involvement and creating a safe and engaging school environment that emphasizes effort, builds self-esteem, and celebrates multiculturalism.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	84
Grade 1	72
Grade 2	71
Grade 3	71
Grade 4	77
Grade 5	73
Total Enrollment	448

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.4
Asian	2.9
Filipino	0.4
Hispanic or Latino	71.2
Native Hawaiian or Pacific Islander	0
White	21.7
Two or More Races	0.2
Socioeconomically Disadvantaged	46.4
English Learners	30.8
Students with Disabilities	9.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Edison Elementary School (also known as)	15-16	16-17	17-18
With Full Credential	22	22	
Without Full Credential	1	1	
Teaching Outside Subject Area of Competence	1	1	
Santa Monica-Malibu Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Edison Elementary School (also)	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: March 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	HM Literacy/Gr. 5 (2003) HM Lectura - Spanish)/ K-5 (2003) adopted 6/27/2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw-Hill Mis Matematicas K-5 (2013), adopted 3/5/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt California Science - Spanish/K-5 (2007) , adopted 4/19/2007
History-Social Science	Harcourt Reflections/ Gr. 5 (2006) Harcourt Reflections - Spanish/K-4 (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/19/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			205: soap dispenser not mounted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			107: overhead storage 108: carpet stained 211: carpet stained
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			110: extinguisher expired
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	68	73	71	74	48	48
Math	67	69	60	61	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	77	77	100.0	87.0
Male	44	44	100.0	88.6
Female	33	33	100.0	84.9
Hispanic or Latino	55	55	100.0	81.8
White	17	17	100.0	100.0
Socioeconomically Disadvantaged	37	37	100.0	73.0
English Learners	23	23	100.0	60.9
Students with Disabilities	11	11	100.0	72.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	81	87	78	77	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11	38.4	45.2

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	220	220	100	73.18
Male	108	108	100	69.44
Female	112	112	100	76.79
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	168	168	100	66.67
White	37	37	100	97.3
Socioeconomically Disadvantaged	112	112	100	58.04
English Learners	62	62	100	51.61
Students with Disabilities	33	33	100	63.64

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	220	220	100	69.09
Male	108	108	100	74.07
Female	112	112	100	64.29
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	168	168	100	64.88
White	37	37	100	86.49
Socioeconomically Disadvantaged	112	112	100	55.36
English Learners	62	62	100	46.77
Students with Disabilities	33	33	100	60.61

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, School Leadership Teams, and such specialized programs as Cotsen Fellows and Math Coaches. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new 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.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Edison's Emergency Safety Plan is updated each year at the end of January and revisions for 2017-18 are currently underway. In light of continuing changes on the campus due to construction, evacuation routes and assembly locations have actually been updated and reviewed with staff every few months for the last 3-4 years. The final plan each year is submitted to the district's Student Services director and to the Board of Education for approval. Each year the safety plan is reviewed by the Edison Safety Committee and the Edison Site Council, and plans and procedures are reviewed with all staff. Input is also solicited on strengths and weaknesses of the safety plan and safe schools work and training needs are discussed. Clipboards with emergency procedures and evacuation areas/routes are placed in each classroom and updated at the beginning of each school year. Emergency supplies in classrooms, offices, and the school's bin or earthquake supplies are reviewed and restocked as necessary each 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 lockdown/shelter in place 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 a.m. until classes begin at 8:15 a.m. (TK-2) and 8:30 a.m. (grades 3-5). Preschoolers are supervised by their parents until they are checked into their classroom at 8:45 am. All gates are locked by 8:35 a.m. and we maintain a locked campus during the day while school is in session and into the evening while child care is in session. All visitors must enter through the main office during the school day, where the purpose of their visit to campus is ascertained. If authorized to be on campus, they sign in, receive a visitor's badge, and state the purpose of their visit. After student dismissal, all gates are locked again at 3:15 p.m. For the protection of students in the after-school care, recreation, academic, and enrichment programs, the campus is only accessible via the front office. When the office closes at 4 p.m., a gate adjacent to the office equipped with a combination lock is accessible to parents who have children in child care or other afterschool programs on campus who are given only to parents of children in these programs.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.5	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.8	1.8	2.1
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	
Nurse	.33
Speech/Language/Hearing Specialist	.6
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	22	21			1	3	3	3			
1	25	23	24				3	3	3			
2	26	24	24				3	3	3			
3	24	26	24				3	3	3			
4	26	23	26				3	3	3			
5	26	26	24				3	3	3			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

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FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,881	\$48,522
Mid-Range Teacher Salary	\$68,853	\$75,065
Highest Teacher Salary	\$98,263	\$94,688
Average Principal Salary (ES)	\$122,032	\$119,876
Average Principal Salary (MS)	\$133,390	\$126,749
Average Principal Salary (HS)	\$134,747	\$135,830
Superintendent Salary	\$255,460	\$232,390
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				
District	♦	♦		\$80,428
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.