

Edison Elementary School (also known as Edison Language Academy)

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



Edison Language Academy

Together in Two Languages/Juntos a traves de dos idiomas

2402 Virginia Avenue · Santa Monica, CA 90404

310-828-0335

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Edison Elementary School (also known as Edison Language Academy)
Street	2402 Virginia Avenue
City, State, Zip	Santa Monica, CA 90404-5204
Phone Number	(310) 828-0335
Principal	Lori S Orum
Email Address	lorum@smmusd.org
School Website	www.edison.smmusd.org
County-District-School (CDS) Code	19 64980 6022545

2023-24 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Antonio Shelton, Superintendent
Email Address	swilliamson@smmusd.org
District Website	www.smmusd.org

2023-24 School Description and Mission Statement

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 rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the 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 400 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. Edison is not a neighborhood school although it does give an enrollment preference for children who live in the surrounding neighborhood. Students come from throughout SMMUSD, with children in neighboring districts admitted on a space-available basis. An established program, Edison has been a dual immersion school for over 35 years.

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 two-thirds 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. Approximately 40% of Edison students come from families with low SES. 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

2023-24 School Description and Mission Statement

new accountability system with strong scores in English Language Arts and Math . In 2016, Edison was named a National Blue Ribbon School -- a distinction awarded to 279 public schools and 50 private institutions, nationwide. Edison was also recognized as a California Distinguished school in 2018 and 2020. In addition, Edison received 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 2010-2020 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 Improvement Plan for 2023-2024 focuses on strengthening active learning and supporting sustained student language use in mathematics instruction. The faculty works in grade level 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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	55
Grade 2	58
Grade 3	68
Grade 4	69
Grade 5	64
Total Enrollment	393

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2%
Male	47.8%
Asian	1.8%
Black or African American	1.3%
Hispanic or Latino	67.2%
Two or More Races	0.8%
White	29%
English Learners	28%
Homeless	0.8%
Socioeconomically Disadvantaged	31.8%
Students with Disabilities	10.9%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	98.75	435.10	86.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	33.60	6.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.80	1.76	12115.80	4.41
Unknown	0.20	1.21	23.70	4.72	18854.30	6.86
Total Teaching Positions	22.30	100.00	503.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	100.00	413.90	85.71	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.34	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	16.10	3.35	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	13.90	2.89	11953.10	4.28
Unknown	0.00	0.00	37.10	7.70	15831.90	5.67
Total Teaching Positions	20.00	100.00	482.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Edison uses district adopted texts and instructional materials in the following core subjects: English reading and language arts, Spanish reading and language arts, mathematics and social studies. The district has not yet adopted an updated science curriculum. There are sufficient books available so that each child can have their own assigned copy.

Year and month in which the data were collected October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	Benchmark Advance and Adelante (Spanish) Reading, adopted 6/2017	Yes	0
Mathematics	McGraw-Hill Mis Matematicas K-5 (2013), adopted 3/5/2015 (English & Spanish)	Yes	0
Science	Amplify Science (Grades TK-5) TK-3 in Spanish and 4th/5th in English	Yes	0
History-Social Science	Harcourt Reflections/ Gr. 5 (2006) Harcourt Reflections - Spanish/K-4 (2006)	Yes	0
Foreign Language	Mi Mundo Social Studies (TK-5) in Spanish	Yes	0

School Facility Conditions and Planned Improvements

Pending

Year and month of the most recent FIT report

August 30, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	71	72	75	72	47	46
Mathematics (grades 3-8 and 11)	70	69	58	57	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	199	196	98.49	1.51	72.45
Female	111	110	99.10	0.90	73.64
Male	88	86	97.73	2.27	70.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	128	125	97.66	2.34	63.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	62	62	100.00	0.00	90.32
English Learners	45	43	95.56	4.44	25.58
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100.00	0.00	53.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	33.33

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	199	198	99.50	0.50	68.69
Female	111	111	100.00	0.00	66.67
Male	88	87	98.86	1.14	71.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	128	127	99.22	0.78	58.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	62	62	100.00	0.00	88.71
English Learners	45	45	100.00	0.00	35.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	30.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	57.38	70.31	55.03	57.29	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	64	100.00	0.00	70.31
Female	40	40	100.00	0.00	67.50
Male	24	24	100.00	0.00	75.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	39	39	100.00	0.00	56.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	95.45
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	46.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

As a community dedicated to the informed involvement of all parents, Edison has a written parental involvement policy with input from parents. Input is gathered each year from parent groups, town hall meetings, and via an annual parent survey. The Edison Site Council is charged with reviewing input and revising policies as needed. Because we are a school rich in diversity, Edison has developed a set of Guiding Principles to help all who work with parents, special events, or fundraising construct programs and events that are accessible and respectful to all parents. These Guiding Principles are shared with all PTA and ELAC Board Members and all Site Council Members and may also be found on our school web page.

Edison has developed a Family-School Communication Plan to facilitate family-school interaction. Parent concerns or questions and fostering strong family-school communication are very important to our school. We want to hear from parents and be helpful in directing parents to information they may need or help resolve a problem. The plan details how to reach staff, how to schedule a meeting, and who to contact with various types of concerns. Each teacher shares the best ways for parents to contact him/her in welcoming letters and during Back to School Night. They also send a weekly emailed newsletter to parents, outlining major projects and learning targets for the week and sharing opportunities for parent involvement. Teachers all have voicemail and e-mail and reserve time to answer parent questions and talk with families about concerns. The principal and assistant principal also reserve time to address individual parent questions about schoolwide issues or concerns that remain after an initial discussion has been held with the classroom teacher. The principal participates in monthly ELAC, School Site Council, and PTA Association and Board meetings and offers a monthly. The Assistant Principal chairs the monthly Safety Committee. There is a monthly Coffee with the Principal forum to share information, listen to parent questions/comments, and work on community building.

The Edison parent handbook details different Opportunities to Stay Informed, including: Back to School Nights and Open Houses, Chats with the Principal, Fall Conferences (and follow up conferences for students with Academic Improvement Plans), observations in classrooms, progress reports and report cards, regularly scheduled meetings of Edison parent groups, town hall meetings, the Edison and PTA web sites, the PTA Membership Toolkit (Room Reps use this program to email information to parents), Blackboard Connect (periodic dialers to phones, texts, and emails), the weekly El Semanario school

2023-24 Opportunities for Parental Involvement

news letter, the Weekly PTA e-Blast, and monthly meetings of Edison parent Groups: PTA and ELAC and the Edison Site Council. When there are academic concerns about a student and a broader approach is needed, a parent, teacher or school specialist can convene the Edison Student Success Team (SST); this team meets at least once per month and more frequently when necessary. All parent communications are sent in Spanish and English and all parent meetings are either conducted bilingually or have interpretation available. Edison trains and screens parent volunteers (annually in person with an on-line at-will option) and has a robust number of parent volunteers eligible to assist in classrooms, the library, special events, or field trips. Various parent education offerings are provided during the year in response to topics identified by parents.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	396	396	60	15.2
Female	206	206	28	13.6
Male	190	190	32	16.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	7	7	1	14.3
Black or African American	5	5	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	267	267	51	19.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	114	114	8	7.0
English Learners	117	117	21	17.9
Foster Youth	0	0	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	153	153	30	19.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	58	11	19.0

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.23	0.00	0.00	0.20	2.34	2.12	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Edison's Emergency Safety Plan is updated each year. In 2023-2024, the Safety Committee worked to update the plan at its August and September meetings, gathering input from stakeholder groups and holding a public meeting in conjunction with a Safety Committee Meeting. Updating the CSSP is a collaborative process with input solicited from all stakeholders: staff, parent groups, the School Resource Officer, the Santa Monica Fire Department, other public officials and members of the public. Time at a Banked Time staff meeting on August 30 was reserved to review the plan and solicit staff input. The Assistant Principal presented proposed updates to Site Council which reviewed and approved the plan at its September 27, 2023 meeting, prior to submission to the Board of Education. Input was solicited from the school's ELAC at its September 13 meeting and our SMPD School Resource Officer did a property walk to reflect on the strengths and weaknesses of the safety plan and safe schools work. Representatives from the Mayor's office, local businesses and community partners are invited to the public hearing on the plan held at the September 19, 2023 Safety Committee Meeting. The final CSSP was reviewed and approved by the SMMUSD school board at its October 19, 2023 meeting.

Clipboards with emergency procedures and evacuation areas/routes are placed in each classroom in a red emergency backpack 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. This year each classroom and space serving students was equipped with a binder with all safety policies and maps and relevant sections of the CSSP.

Edison students learn on a campus that is safe and secure. Staff are at each entrance gate to greet students beginning at 8:00 am. We have staggered arrival times to reduce traffic on our narrow residential streets. School begins at 8:15 a.m. (TK-2) and 8:30 a.m. (Preschool and grades 3-5). All gates are locked at 8:30 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 before they are buzzed in. Visitors are screened using the Raptor System which checks their picture ID against child abuse data bases. If authorized to be on campus, visitors and volunteers sign in, receive a visitor's badge authoring their presence for a specific date, time and location. After student dismissal, all gates are locked again at 3:10 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 so visitors can be screened. 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.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	24		3	
2	24		3	
3	23		3	
4	22		3	
5	23		3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4		
1	20	2	1	
2	23		3	
3	23		3	
4	21		3	
5	16	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	0
1	18	3	0	0
2	19	2	1	0
3	23	0	3	0
4	11	9	3	0
5	11	7	4	0
6	0	0	0	0
Other	16	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,136	\$641	\$8,495	\$97,605
District	N/A	N/A	\$8,788	\$86,202
Percent Difference - School Site and District	N/A	N/A	-3.4	12.4
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	11.0	11.1

Fiscal Year 2022-23 Types of Services Funded

A combination of state and local funding is used to cover all aspects of our instructional program.

Edison uses a Stretch Grant from the Santa Monica Education Foundation to provide a Spanish Music program for grades PreK-2 and support for some aspects of the school's School Improvement Plan.

Funding from the district LCAP provides support regular meetings of grade level PLCs and a Lesson Link project that releases teachers at a grade level together to design, implement, critique and notify a high leverage lesson related to the schools improvement plan.

SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:

- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,980	\$54,190
Mid-Range Teacher Salary	\$76,119	\$85,111
Highest Teacher Salary	\$102,483	\$104,999
Average Principal Salary (Elementary)	\$131,267	\$132,492
Average Principal Salary (Middle)	\$137,682	\$140,987
Average Principal Salary (High)	\$137,682	\$153,884
Superintendent Salary	\$246,720	\$255,503
Percent of Budget for Teacher Salaries	29.82%	32.09%
Percent of Budget for Administrative Salaries	4.86%	5.25%

Professional Development

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

Professional Development

- 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, district-based coaches that can assist in building capacity in English, math, and technology, and grade level Professional Learning Communities, School Leadership Teams, and such specialized programs as Cotsen Fellows and Math Teacher Leaders. 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.

Of the 36 annual banked time days, approximately 25 are used specifically for professional development at Edison. In 2021-2022 we supplemented professional development during weekly banked time with monthly half-day release time for grade level Professional Learning Communities totaling approximately 5 days over the course of the year. In 2022-2023, the School Leadership Team decided to reduce the amount of time that individual teachers were out of the classroom, and shifted regular PLC meetings to happen either during music education time (no sub required) or after school (compensation provided at the teacher hourly rate). All teachers were subbed out for one day to participate in a Lesson Link protocol -- developing, implementing, and refining one lesson together. Only the 7 members of the school leadership team were subbed out for professional development during the school day -- 3 full days for the entire team and 2 other days for learning rounds. The district provided two release days per teacher for professional development in Next Generation Science Standards and use of the new Amplify Science materials. Approximately 6 other teachers were provided two release days to participate in professional development in Cognitively Guided Instruction.

In 2023-2024, we are continuing to hold PLC and SLT meetings after school or during banked time or music time to avoid pulling teachers from classrooms. The seven SLT members are going to be out for three days over the course of the year to work with a consultant from Innovate Ed to strengthen their ability to lead inquiry groups. Each teacher will be subbed out once for a Lesson Link protocol. By the end of the year, we hope to have all teachers complete two full days of Restorative Justice training, which is a district priority. And the district has planned some opportunities for Math PD during the day for some teachers but we do not yet know how many Edison teachers will participate.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6