Edison Language Academy

2402 Virginia Avenue • Santa Monica, CA 90404-5204 • (310) 828-0335 • Grades P-5
Lori Orum, Principal
lorum@smmusd.org

2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Santa Monica-Malibu Unified School District

1651 16th St.
Santa Monica, CA 90404-3891
(310) 450-8338
www.smmusd.org

District Governing Board

Oscar de la Torre

Craig Foster

Maria Leon-Vazquez

Richard Tahvildaran-Jesswein

Ralph Mechur, Vice President

Jon Kean

Laurie Lieberman, President

District Administration

Dr. Ben Drati
Superintendent

Dr. Terry Deloria
Asst. Superintendent, Educational Services

Dr. Mark Kelly
Asst. Superintendent, Human Resources

Janece Maez
Associate Superintendent, Business & Fiscal Services/CFO

School Description

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.

Principal's Message

Edison Language Academy is a unique learning community — it's Santa Monica-Malibu Unified School District's only dual immersion elementary school. Edison serves approximately 450 students in grades K-5, all of whom study in Spanish and English. Edison is also the first of three schools in the SMMUSD's K-12 Language Academy. One of only a handful of such K-12 programs in the nation, the Language Academy begins at Edison with approximately equal numbers of Spanish- and English-speaking students. Edison is a school of choice for all families 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 29th anniversary as a dual immersion school. In 2016, Edison was named a National Blue Ribbon School.

Edison offers an academically rigorous program that promotes high achievement in all subjects, develops language proficiency in English and Spanish, and imbues children with an awareness and appreciation 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). More than half are English language learners, and approximately half come from low-income families. Our dedication to being an academically rigorous dual language program is reflected in the fact that Edison's Academic Performance Index (API) has grown 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 — is 884. The California Department of Education has awarded Edison four consecutive Title I Academic Achievement Awards for exceeding achievement goals for all significant subgroups of students. Edison has also been awarded Honor Roll status from California Business for Educational Excellence in 2010 and 2011, 2012, and 2013 for being a high-achieving school that has narrowed achievement gaps. In 2013, Edison was also recognized as a high-performing STEM School. However, while scores for nearly all Edison subgroups have continued to grow over the years, as a Title I school, Edison is subject to requirements in the No Child Left Behind (NCLB) Act that assign Annual Measurable Objectives (AMOs) for growth for each numerically significant student population. NCLB also imposes sanctions on schools that do not meet AMOs for all subgroups and fail to make Adequate Yearly Progress (AYP). Since Edison did not meet AMOs for English learners in the area of English language arts for the last two years, Edison is now classified as a Year II Program Improvement School.

While nearly all Edison English learners score proficient or advanced in English language arts on the CST by fifth grade, our program model makes it very difficult for our students in grades 2-5 to overall meet AMOs when formal instruction in English reading is not introduced until second grade. Also, 90/10 immersion programs spend far fewer instructional minutes in English than do all-English programs and divide language arts instructional time between assumed by state and federal accountability systems. Edison is continuing to 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. Our goal is to have 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. Other school goals detailed in our site plan include sustaining meaningful parental involvement and creating a safe and engaging school environment that emphasizes effort. The Edison faculty and staff and its strong parent community are routinely cited by parents as being among the most important assets of the school. All Edison staff members are bilingual, and teachers are rated as highly qualified with BCLAD or equivalent credentials. Three teachers and the principal are National Board certified teachers.

Parents are actively involved as volunteers (more than 240 are trained as classroom volunteers this year), members of parent organizations, and fundraisers. In January 2014, Edison moved into a brandnew school facility built with local bond funds on the back half of the current school campus. Construction will continue for another year or two as the current school is demolished to build new playfields and the new Edison preschool is built. The new school provides more space for supplementary and enrichment programs, modern upgrades and technology, and reduces the school's carbon footprint.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	67
Grade 1	69
Grade 2	72
Grade 3	78
Grade 4	70
Grade 5	77
Total Enrollment	433

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.2
Asian	2.5
Filipino	0.5
Hispanic or Latino	75.3
Native Hawaiian or Pacific Islander	0
White	17.6
Two or More Races	0.5
Socioeconomically Disadvantaged	48.3
English Learners	28.9
Students with Disabilities	8.8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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 Language Academy	14-15	15-16	16-17
With Full Credential	22	22	
Without Full Credential	1	1	
Teaching Outside Subject Area of Competence	1	0	
Santa Monica-Malibu Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	565
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Edison Language Academy	**14-15**	**15-16**	**16-17**
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	87.7	12.4
Low-Poverty Schools	98.9	1.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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

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	Science California Science - Spanish/K-5, (2007), adopted 4/19/2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Harcourt Reflections,/Gr. 5 (2006) Harcourt Reflections - Spanish/K-4 (2006), adopted 6/1/2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Edison's facilities are well maintained and are in well-functioning condition. The facilities fully support teaching and learning at all levels. For the first semester of this school year, Edison occupied a campus that was built in 1951. On January 6, 2014, Edison moved to a completely new school facility built on the playgrounds of the former school. Students are still using temporary play spaces while the final phase of construction is completed this school year. The school facilities are in good working order. Major repairs are conducted by district personnel and minor repairs are serviced by the school's custodians. During the construction of the new school, the Edison Preschool was relocated to another SMMUSD campus. The new preschool is scheduled to be completed this school year and the preschool should move back for the 2014-15 school year. The safety plan, evacuation areas and routes have been revised for the new

school, and children have practiced evacuation drills in the new areas so that the school can continue to operate safely during Phase II of the construction project. Classrooms are provided adequate materials in order to optimize student achievement and our staff has a workroom and lounge in which to work and relax. All classrooms, restrooms and playgrounds are cleaned on a regular basis. There are two full-time custodians assigned to the Edison Language Academy: one daytime and one nighttime, and a part-time night custodian who assists with the facilities used for kindergarten and after-school care, which are cleaned nightly. They are responsible for the general overall cleanliness of the school facility. Daily they check all parts of the school campus for graffiti, damage, and cleanliness. All staff members are asked to immediately report any facility or rooms in need of repair or that may be a health or safety concern. There is a school safety committee that meets periodically throughout the school year to review and make recommendations regarding school safety issues. The school district employs a Maintenance and Operations staff that oversee the maintenance and upkeep of all school district facilities. The district employs a technically trained staff of maintenance personnel to attend to the regular maintenance needs of the facility. The district also employs staff and groundskeepers who are responsible for grounds care and maintenance. Edison had many murals on its walls created by professional artists and children and there will be plans for art installations in the new school as well.

The construction contract for the new Edison Language Academy Project was awarded to Swinerton Builders, and construction began in late August 2011.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/8/2014				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 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

2015-16 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	68	68	68	71	44	48
Math	59	67	57	60	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	93	81	87	77	78	77	60	56	54

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

Grade Level	**2015-16 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 6**
5	5.2	36.4	51.9

* 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	78	78	100.0	61.5
	4	71	71	100.0	62.0
	5	77	77	100.0	80.5
Male	3	36	36	100.0	55.6
	4	42	42	100.0	59.5
	5	44	44	100.0	77.3
Female	3	42	42	100.0	66.7
	4	29	29	100.0	65.5
	5	33	33	100.0	84.8
Black or African American	3	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	3	60	60	100.0	55.0
	4	53	53	100.0	52.8
	5	55	55	100.0	72.7
White	3	12	12	100.0	83.3
	4	14	14	100.0	92.9
	5	17	17	100.0	100.0
Two or More Races	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
Socioeconomically Disadvantaged	3	34	34	100.0	50.0
	4	38	38	100.0	42.1
	5	37	37	100.0	59.5
English Learners	3	22	22	100.0	36.4
	4	20	20	100.0	40.0
	5	23	23	100.0	52.2
Students with Disabilities	3	--	--	--	--
	4	15	15	100.0	53.3
	5	11	11	100.0	72.7
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	78	78	100.0	65.4
	4	71	70	98.6	65.7
	5	77	77	100.0	68.8
Male	3	36	36	100.0	66.7
	4	42	42	100.0	69.0
	5	44	44	100.0	77.3
Female	3	42	42	100.0	64.3
	4	29	28	96.5	60.7
	5	33	33	100.0	57.6
Black or African American	3	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
Filipino	4	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	60	60	100.0	61.7
	4	53	53	100.0	58.5
	5	55	55	100.0	65.5
White	3	12	12	100.0	83.3
	4	14	14	100.0	85.7
	5	17	17	100.0	82.3
Two or More Races	5	--	--	--	--
Socioeconomically Disadvantaged	3	34	34	100.0	58.8
	4	38	38	100.0	47.4
	5	37	37	100.0	51.4
English Learners	3	22	22	100.0	45.5
	4	20	20	100.0	40.0
	5	23	23	100.0	39.1
Students with Disabilities	3	--	--	--	--
	4	15	14	93.3	57.1
	5	11	11	100.0	45.5
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)
Edison offers many parent involvement opportunities. The school has the following organizations that support parent involvement: Parent Teacher Association, English Learner Advisory Council (ELAC), and School Site Council. In addition, parents participate as classroom volunteers, library volunteers, room parents, Safety and Facilities Team members, and tutors. The school provides several training sessions for parents wishing to volunteer in classrooms and has a volunteer code of conduct.

For more information on how to become involved, contact Bilingual Community Liaison Yoly Gutierrez at (310) 828-0335, ext. 61-307.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (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 2016-2017 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 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. 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 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. (K-2) and 8:30 a.m. (grades 3-5). 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.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.2	0.0	0.5
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	1.4	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	0.60
Resource Specialist	0.80
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	23	23				3	3	3			
1	26	25	23				3	3	3			
2	25	26	24				3	3	3			
3	26	24	26				3	3	4			
4	26	26	24				3	3	3			
5	22	26	26				3	3	3			

Professional Development provided for Teachers

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

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

A variety of methodologies are used to provide professional development. It is a goal for the SMMUSD to provide programs such as BTSA, National Boards, literacy and ELD coaching, teacher leadership, and such specialized programs as Cotsen Fellows and Mentors, EETT mentor/coaches and Lesson Link.

Additionally, professional development occurs through workshop series during banked time or afterschool opportunities. Teachers may also attend workshops or conferences that are relevant to their instructional focus. In addition, teachers have the opportunity to attend full-day professional development activities offered by our own staff or appropriately selected consultants. Each August, all teachers new to Santa Monica Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification. In addition, each year, at individual school sites, teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade level teams as appropriate. Edison's focus is to continue to work to close gaps in achievement in language arts and math for different groups of students — specifically working to increase achievement for English learners and students from low-income families. Teachers are working to increase familiarity with Cognitively Guided Instruction and Pictorial Math and strengthen differentiated instruction. In language arts instruction, we are developing targeted instruction on nontransferable skills in English, working to improve systematic vocabulary instruction, and to refine teacher skills in Readers and Writers Workshop.

For the 2012-13 school year, we dedicated one day to professional development. In the 2013-14 and 2014-15 school years, there were two days dedicated to professional development.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,115	$44,958
Mid-Range Teacher Salary	$68,853	$70,581
Highest Teacher Salary	$92,701	$91,469
Average Principal Salary (ES)	$116,790	$113,994
Average Principal Salary (MS)	$127,261	$120,075
Average Principal Salary (HS)	$136,956	$130,249
Superintendent Salary	$239,200	$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,274	$659	$5,615	$78,342
District	◆	◆	$7,252	$75,968
State	◆	◆	$5,677	$74,216
Percent Difference: School Site/District			-22.6%	+4.8%
Percent Difference: School Site/ State			+19.7%	+12.9%

* Cells with ◆ do not require data.

Types of Services Funded

The financial data displayed in this SARC is from the 2012-13 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

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.