

# Edison Elementary School (also known as Edison Language Academy)

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Internet Access</b>	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.
<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 School Contact Information

<b>School Name</b>	Edison Elementary School (also known as Edison Language Academy)
<b>Street</b>	2402 Virginia Avenue
<b>City, State, Zip</b>	Santa Monica, CA 90404-5204
<b>Phone Number</b>	(310) 828-0335
<b>Principal</b>	Elizabeth Ipina
<b>Email Address</b>	eipina@smmusd.org
<b>School Website</b>	www.edison.smmusd.org
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	19 64980 6022545

## 2024-25 District Contact Information

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

2024-25 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 pursuing academic achievement, strength of character, and personal growth and to support them in exploring 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 Preschool through 5th Grade students, all studying Spanish and English. Edison is the first of three schools in the SMMUSD's Pre-K-12 Dual 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 in 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, giving 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 an API was available — was 884. Scores have remained high under California's new accountability system, with strong English Language Arts and Math scores. 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 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. 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 2024-2025 focuses on helping our Multilingual students speak and write about content using precise academic language in English through the effective use of Integrated and Designated ELD. The faculty works in grade-level Professional Learning Communities to collect and assess student work and use the information to develop targeted, 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

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	83
Grade 1	65
Grade 2	55
Grade 3	58
Grade 4	68
Grade 5	66
Total Enrollment	395

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	51.6
Male	48.4
American Indian or Alaska Native	0.3
Asian	2
Black or African American	1
Hispanic or Latino	68.9
Two or More Races	0.5
White	27.3
English Learners	24.6
Homeless	0.8
Socioeconomically Disadvantaged	39.5
Students with Disabilities	13.7

A. Conditions of Learning	<b>State Priority: Basic</b>
	<p>The SARC provides the following information relevant to the State priority: Basic (Priority 1):</p> <ul style="list-style-type: none"><li>Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;</li><li>Pupils have access to standards-aligned instructional materials; and</li><li>School facilities are maintained in good repair.</li></ul>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.10	98.75	435.10	86.49	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.33	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	33.60	6.70	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.80	1.76	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.20	1.21	23.70	4.72	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.00	100.00	413.90	85.71	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.34	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	16.10	3.35	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	13.90	2.89	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	37.10	7.70	15831.90	5.67
<b>Total Teaching Positions</b>	20.00	100.00	482.90	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.50	100.00	408.20	85.38	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.34	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	20.50	4.30	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.10	1.90	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	38.60	8.08	14303.80	5.15
<b>Total Teaching Positions</b>	20.50	100.00	478.10	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

Class Assignments			
Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0
Note: For more information refer to the Updated Teacher Equity Definitions web page at <a href="https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp">https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp</a> .			

2024-25 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 Adoption ?	Percent Students Lacking Own 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
Note: Cells with N/A values do not require data.			

School Facility Conditions and Planned Improvements				
Year and month of the most recent FIT report			September, 2024	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			



School Facility Conditions and Planned Improvements				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	<p><b>State Priority: Pupil Achievement</b></p> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p><b>Statewide Assessments</b> (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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> <li><b>Smarter Balanced Summative Assessments and CAAs for ELA</b> in grades three through eight and grade eleven.</li> <li><b>Smarter Balanced Summative Assessments and CAAs for mathematics</b> in grades three through eight and grade eleven.</li> <li><b>California Science Test (CAST) and CAAs for Science</b> in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).</li> </ol> <p><b>College and Career Ready</b> 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.</p>
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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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	72	74	72	72	46	47
Mathematics (grades 3-8 and 11)	69	70	57	59	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	192	191	99.48	0.52	73.82
<b>Female</b>	101	100	99.01	0.99	73.00
<b>Male</b>	91	91	100.00	0.00	74.73
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	129	128	99.22	0.78	67.97
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	56	56	100.00	0.00	87.50
<b>English Learners</b>	37	37	100.00	0.00	45.95
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	84	84	100.00	0.00	59.52
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	32	32	100.00	0.00	53.13

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	192	191	99.48	0.52	69.63
<b>Female</b>	101	100	99.01	0.99	61.00
<b>Male</b>	91	91	100.00	0.00	79.12
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	129	128	99.22	0.78	64.06
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	56	56	100.00	0.00	82.14
<b>English Learners</b>	37	37	100.00	0.00	40.54
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	84	83	98.81	1.19	53.01
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	32	32	100.00	0.00	40.63

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	70.31	59.09	57.29	57.44	30.29	30.73

2023-24 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	66	66	100.00	0.00	59.09
Female	37	37	100.00	0.00	59.46
Male	29	29	100.00	0.00	58.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	47	47	100.00	0.00	48.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	15	15	100.00	0.00	93.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	30	100.00	0.00	46.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	38.46

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.

2023-24 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 requires only participation results 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%	98%

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.

2024-25 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 reviews input and revises 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, ELAC Board Members, and 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 significant to our school. We want to hear from parents and help direct 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 problems 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 where you can 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 websites, 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 newsletter, 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 conducted bilingually or have interpretation available. Edison trains and screens parent volunteers (annually in person with an online at-will option) and has many 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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	397	395	41	10.4
Female	207	205	25	12.2
Male	190	190	16	8.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	274	272	37	13.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	108	108	3	2.8
English Learners	105	104	14	13.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	162	162	23	14.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	69	69	9	13.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00	0.00	0.00	2.34	2.12	1.85	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.07	0.08	0.07



2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Edison’s Emergency Safety Plan is updated each year. In 2024-2025, 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. At an all-staff meeting on August 21, time was reserved to review the plan and solicit staff input. The Assistant Principal reviewed the plan with our Safety Committee on November 13, 2024. The Assistant Principal will present proposed updates to ELAC and conduct a property walk with our SMPD School Resource Office before bringing the final plan to the Site Council for review and approval at its December 16, 2024, meeting. Representatives from the Mayor’s office, local businesses, and community partners are invited to the public hearing on the plan held on December 16th, 2024. The Board of Education will review the final CSSP in January 2025.

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 regularly practice procedures and routines for fire and earthquake evacuation and lockdown/shelter-in-place. This year, each classroom and space serving students was equipped with a binder with all safety policies, 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 starts 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. we maintain a locked campus during the day while

2024-25 School Safety Plan

school is in session and into the evening while childcare is in session. All visitors must enter through the main office during the school day, where the purpose of their campus visit is ascertained before they are buzzed in. Visitors are screened using the Raptor System, which checks their picture ID against child abuse databases. If authorized to be on campus, visitors and volunteers sign in and 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. To protect 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 with children in child care or other afterschool programs on campus that 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.

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	
1	18	3		
2	19	2	1	
3	23		3	
4	11	9	3	
5	11	7	4	
Other	16	2		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	2	2	
1	22		3	
2	18	3		
3	19	3		
4	30		2	1
5	29		2	1
Other	21		1	

## 2023-24 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

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	3.4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$95,359
Percent Difference - School Site and District	N/A	N/A	-3.4	2.3
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-23.6	3.0

## Fiscal Year 2023-24 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 Education Foundation to provide a Garden Teacher who imparts 10-week garden classes to our PreK-2nd graders and runs a garden club for 3rd-5th graders throughout the school year. We use Title I funding to provide a half-time Spanish Reading Interventionist to oversee and provide direct services to our striving readers in grades K-2. We use Proposition 28 funding to provide a Spanish Music Teacher for grades PreK-2, a Visual Arts Teacher for PreK-5th, and a Dance teacher for grades 1-3. Lastly, Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, as well as to expand parent engagement opportunities.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,079	\$58,855
Mid-Range Teacher Salary	\$83,731	\$92,519
Highest Teacher Salary	\$112,731	\$114,665
Average Principal Salary (Elementary)	\$145,586	\$142,791
Average Principal Salary (Middle)	\$151,118	\$151,078
Average Principal Salary (High)	\$159,108	\$167,094
Superintendent Salary	\$246,996	\$281,086
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

All teachers and staff in SMMUSD participate in ongoing professional development throughout the school year.

This school year, our professional development has focused on:

- Professional Learning Communities
- Project Based Learning
- Social-Emotional Learning
- Using data to improve classroom instruction
- Supporting students with special needs
- Providing quality instruction in Integrated and Designated English Language Development

Various 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, grade-level Professional Learning Communities, School Leadership Teams, and such specialized programs as Cotsen Fellows and Math Teacher Leaders. 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 join 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 20 are used specifically for professional development at Edison. The administration and a group of teacher leaders organize these meetings. Teachers also have nine professional preparation days to focus on their professional development needs.

We hold weekly PLC meetings during the school day and monthly SLT meetings after school. The seven SLT members will be out for two days over 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 and an entire day for initial training in Project-Based Learning. Some teachers have attended district training in UFLI. A cohort of 5 teachers who are Cotsen fellows has attended between 7 and 12 days of professional development through the Cotsen program. A team of teachers will attend between 2 and 3 days of PD at CAFE (California Association of Bilingual Education).

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	2