School Accountability Report Card

Edison Language Academy

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index API, Adequate Yearly Progress AYP), test data, enrollment, 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 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012-13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

This section provides the school's contact information.

School		District	
School Name	Edison Language Academy	**District Name**	Santa Monica-Malibu Unified
Street	2425 Kansas Ave.	**Phone Number**	310 450-8338
City, State, Zip	Santa Monica, CA 90404-5204	**Web Site**	www.smmusd.org
Phone Number	310 828-0335	**Superintendent**	Sandra Lyon
Principal	Lori Orum	**E-mail Address**	slyon@smmusd.org
E-mail Address	lorum@smmusd.org	**CDS Code**	19-64980-6022545

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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 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.

About Edison Language Academy:
Edison Language Academy is a unique learning community – SMMUSD'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 Santa Monica Malibu Unified School District'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 last year celebrated its 25th Anniversary as a dual immersion 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 US, Mexico, Central America, and various Latin American countries). Over 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 2012-2013 API is 884. The California State 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 and 2012 for being a high achieving school that has narrowed achievement gaps. 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, at the end of the 2012-2013 school year Edison was 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 5th grade, our program model makes it very difficult for our 2nd-5th grade students overall to meet AMOs when formal instruction in English reading is not introduced until 2nd 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 5th grade. And as an immersion school, we also want our 5th 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 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 (over 220 are trained as classroom volunteers this year), members of parent organizations, and fundraisers. In the summer of 2013, Edison will be moving into a brand new school facility built with local bond funds on the back half of the current school campus. Construction will continue for another year as the current school is demolished to build new play fields 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.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name:	Yoly Gutierrez, Community	Contact Person Phone Number:	(310) 828-0335, ext. 61-307

Edison offers many parent involvement opportunities. The school has the following organizations that support parent involvement: PTA, English Learner Advisory Council (ELAC), and a School Site Council. In addition, parents participate as classroom volunteers, library volunteers, room parents, Safety and Facilities Team members, and tutors. The school provides a training session for all parents wishing to volunteer in classrooms and has a volunteer code of conduct.

Student Enrollment by Grade Level (School Year 2012-13)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	78	Grade 8	0
Grade 1	76	Ungraded Elementary	0
Grade 2	77	Grade 9	0
Grade 3	78	Grade 10	0
Grade 4	67	Grade 11	0
Grade 5	75	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	451

Student Enrollment by Student Group (School Year 2012-13)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.90%	White	20.40%
American Indian or Alaska Native	0.20%	Two or More Races	0.20%
Asian	1.60%	Socioeconomically Disadvantaged	54.50%
Filipino	0.40%	English Learners	32.40%
Hispanic or Latino	73.80%	Students with Disabilities	7.80%
Native Hawaiian or Pacific Islander	0.00%		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2010-11 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2011-12 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2012-13 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
Kindergarten	26.3	0	3	0	26.0	0	3	0	26.0	--	3	--
1	27.0	0	3	0	25.7	0	3	0	25.0	--	3	--
2	24.3	0	3	0	26.7	0	3	0	26.0	--	3	--
3	25.0	0	3	0	24.0	0	3	0	26.0	--	3	--
4	24.3	0	3	0	25.0	0	3	0	22.0	--	3	--
5	21.7	3	0	0	23.7	0	3	0	25.0	--	3	--
6	--	--	--	--	--	--	--	--	--	--	--	--
Other	--	--	--	--	--	--	--	--	--	--	--	--

III. School Climate

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan.

Edison's Emergency Safety Plan was updated in January 2013 and submitted to the District's Student Services Director and to the Board of Education for approval. Each fall the safety plan is reviewed by the Edison Safety Committee, 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 lock down 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 am up until classes begin at 8:15 (K-1-2) and 8:30 am (grades 3-4-5). All gates are locked by 8:35 am. All visitors must enter through the main office, sign-in, receive a visitor's badge, and state the purpose of their visit. After student dismissal, all gates locked again at 3:15 pm. for the protection of students in the after-school care, recreation, academic and enrichment programs and the campus is again only accessible via the front office. When the office closes at 4:00 p.m., one gate adjacent to a child care room equipped with a combination lock is accessible to parents who have children in child care.

Date School Safety Plan last reviewed: 10/1/2013

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of suspended students suspended divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.01	0.00	0.08	0.04	0.06	0.05
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00

IV. School Facilities

School Facility Conditions (School Year 2013-14)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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 Pre-School 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 2014-2015 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 2 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 Maintenance and Operations staff that oversees the maintenance and upkeep of all school district facilities. The district employs a technically trained staff of maintenance personnel to attend to the regular maintenance needs of the facility. The district also employs staff and grounds persons 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.

Planned Improvements (School Year 2013-2014)

The construction contract for the new Edison Language Academy Project was awarded to Swinerton Builders and construction began in late August 2011. The construction zone has been completely fenced in with sound walls allowing for separation between the construction site and occupied school areas. Temporary playfields were constructed on site to allow for recess and play spaces for the students during the duration of the project. Construction staff, district BB Oversight personnel and the head of district Maintenance and Operations have met regularly with the principal and school Facilities Leadership Team (which includes both parents and teachers) to reduce the impact of construction on the school. Dust mitigation measures have been scrupulously followed and custodians have provided extra cleaning and dusting to reduce dust in classrooms. Construction of the new school was originally slated to be complete by June 2013, but some delays with construction resulted in a move over winter break with occupancy on January 6, 2014. Abatement and demolition of the current campus will take place– following best practices for mitigation of any hazardous materials – the second semester (January 2014).

The district continues to keep its Deferred Maintenance fund open, however the flexibility provided by the State allowed us to use balances in this fund to relieve the General Fund, due to shortages in State funding. This flexibility was used during the 2010-11, 2011-12 and 2012-13 fiscal years. The district did not transfer any of the Deferred Maintenance fund balance back to the General Fundor did the District make new contributions . With the change in the State's funding model for schools the amounts considered Deferred Maintenance in the past are now appropriated in the General Fund of a school district through the Local Control Funding (LCF) formula. The balances remaining in the Deferred Maintenance fund will continue to be used on approved maintenance projects. The district is carefully deciding which projects to move forward. Decisions about deferred maintenance type expenditures in the future will become part of the District's budget process.

School Facility Good Repair Status (School Year 2013-14)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item 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	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Summary of School Facility Good Repair Status (School Year 2013-14)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

Date of inspection: 11/4/2013
Completion date of inspection form: 11/4/2013

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	21	20	20	514
Without Full Credential	1	1	1	8
Teaching Outside Subject Area of Competence	0	1	1	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: "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.

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Taught by Non-Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	93.40%	6.60%
High-Poverty Schools in District	86.01%	13.99%
Low-Poverty Schools in District	95.92%	4.08%

Note: 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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	--
Counselor (Social/Behavioral or Career Development)	0.00	--
Library Media Teacher (Librarian)	0.00	--
Library Media Services Staff (paraprofessional)	1.00	--
Psychologist	0.20	--
Social Worker	0.00	--
Nurse	0.40	--
Speech/Language/Hearing Specialist	0.60	--
Resource Specialist (non-teaching)	0.80	--
Other	0.00	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2013-14)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. Information should also be provided specifying whether these instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Edcuation (SBE) or local governing board.

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 Board approval through a comprehensive process by a district-wide 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-1-2 since the school is a dual immersion school using a 90/10 model (literacy instruction in English begins in 2nd grade). Language Arts materials in grades 3-4-5 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 5th grade) and Social Studies materials are purchased in Spanish (with the exception of 5th grade).

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook List

This table displays textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin Reading	2003
History-Social Science	California Reflections/Harcourt	2006
Mathematics	enVision Math/Scott Foresman	2008
Science	Harcourt Science	2007

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	--
Health	0%
Visual and Performing Arts	--
Science Laboratory Equipment (grades 9-12)	--

Textbook Information Collection Date: 10/3/2013

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	$6,296.00	$743.00	$5,553.00	$82,679.00
District	--	--	$7,273.00	$72,360.00
Percent Difference - School and District	--	--	-30.97 %	12.48 %
State	--	--	$5,537.00	$68,841.00
Percent Difference - School and State	--	--	0.29 %	16.74 %

Types of Services Funded (Fiscal Year 2012-13)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Edison has a Title I Schoolwide Program. Funds available through this program enrich instruction by providing: reading intervention programs in Spanish (grades K-1-2) and English reading (grades 2-5); support for a full-time bilingual community liaison; and professional development. Funding through the School Improvement Block Grant also supports instructional technology, materials training for teachers on using technology equipment, and repair and replacement of equipment. Additional funding through the SMMUSD Equity Fund supports technology, GATE enrichment, and intervention programs. Funding from the Edison PTA provides support for instructional aides grades K-3, assemblies, field trips, K-1-2 music, K-5 theater Arts (in partnership with PSArts),intervention programs, arts enrichment programming, and additional instructional supplies.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	$44,341.00	$40,933.00
Mid-Range Teacher Salary	$66,205.00	$65,087.00
Highest Teacher Salary	$89,135.00	$84,436.00
Average Principal Salary (Elementary)	$111,629.00	$106,715.00
Average Principal Salary (Middle)	$121,010.00	$111,205.00
Average Principal Salary (High)	$131,456.00	$120,506.00
Superintendent Salary	$230,000.00	$207,812.00
Percent of Budget for Teacher Salaries	38.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on the modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards or without accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	71%	73%	67%	72%	74%	74%	54%	56%	55%
Mathematics	75%	76%	81%	60%	62%	62%	49%	50%	50%
Science	83%	84%	93%	74%	76%	78%	57%	60%	59%
History-Social Science				62%	61%	63%	48%	49%	49%

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

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	74%	62%	78%	63%
All Students at the School	67%	81%	93%	
Male	68%	82%	92%	
Female	66%	79%	94%	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	60%	76%	91%	
Native Hawaiian or Pacific Islander				
White	89%	95%	100%	
Two or More Races				
Socioeconomically Disadvantaged	53%	73%	93%	
English Learners	45%	67%	79%	
Students with Disabilities	59%	63%		
Students Receiving Migrant Education Services				

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

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.50%	28.40%	50.00%
7			
9			

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	9	8	8
Similar Schools	9	8	8

API Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	School		District		State		School - Actual API Change		
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	10-11	11-12	12-13
All Students at the School	291	884	8,278	865	4,655,989	790	5	6	-3
Black or African American	8	--	508	746	296,463	708	--	--	--
American Indian or Alaska Native	0	--	20	871	30,394	743	--	--	--
Asian	3	--	475	942	406,527	906	--	--	--
Filipino	1	--	51	920	121,054	867	--	--	--
Hispanic or Latino	213	859	2,454	792	2,438,951	744	2	19	-3
Native Hawaiian or Pacific Islander	0	--	26	943	25,351	774	--	--	--
White	65	959	4,302	907	1,200,127	853	21	-19	-6
Two or More Races	1	--	442	913	125,025	824	--	--	--
Socioeconomically Disadvantaged	161	837	2,507	780	2,774,640	743	4	14	-3
English Learners	101	825	1,282	795	1,482,316	721	-5	11	-17
Students with Disabilities	31	775	1,035	666	527,476	615	--	--	--

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
• Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)
Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (School Year 2012-13)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	n/a	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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%

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

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 school-wide 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 district-wide 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 after school 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 district wide 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 non-transferable skills in English, working to improve systematic vocabulary instruction, and to refine teacher skills in Readers and Writers Workshop.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days per School Year		
	2010-11	**2011-12**	**2012-13**
Annual number of school days dedicated to staff development	1	1	1