

Edison Elementary School (also known as Edison Language Academy)

2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Edison Elementary School (also known as Edison Language Academy)
Street	2402 Virginia Avenue
City, State, Zip	Santa Monica, CA 90404-5204
Phone Number	(310) 828-0335
Principal	Elizabeth Ipina
Email Address	eipina@smmusd.org
School Website	www.edison.smmusd.org
Grade Span	P-5
County-District-School (CDS) Code	19 64980 6022545

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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 of whom are 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. Edison is a school of choice for all families, giving our learning community a unique character. Edison is not a neighborhood school, although it gives enrollment preference to 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 since 1986.

Edison’s mission is to offer an academically rigorous program that promotes high achievement across all subjects, develops language proficiency in English and Spanish, and instills in children 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, Spain, Central America, and various Latin American countries). About a third are English language learners, with another 20% being bilingual at the entrance. Approximately 40% of Edison students come from low-SES families, defined as students eligible for Free or Reduced-Price Meals. Our dedication to being an academically rigorous dual language program with high expectations for all is reflected in Edison’s state test scores. Scores have remained high under California’s new accountability system, with strong English Language Arts and Math scores. As a result of its high achievement and ability to close achievement gaps, Edison has won several awards and recognitions: National Blue Ribbon School, California Distinguished School, Title I Academic Achievement Award, and California’s Business for Educational Excellence Honor Roll.

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 2025-2026 focuses on helping our Multilingual students speak and write about content in English using precise academic language through the effective use of 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	62
Grade 2	66
Grade 3	54
Grade 4	58
Grade 5	69
Total Enrollment	404

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	46.8
American Indian or Alaska Native	0.2
Asian	1.7
Black or African American	0.7
Hispanic or Latino	69.1
Two or More Races	1
White	27.2
English Learners	19.3
Homeless	1
Socioeconomically Disadvantaged	39.9
Students with Disabilities	14.6

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20	100	413.9	85.71	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.1	3.35	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.9	2.89	11953.1	4.28
Unknown/Incomplete/NA	0	0	37.1	7.7	15831.9	5.67
Total Teaching Positions	20	100	482.9	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.5	100	408.2	85.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	20.5	4.3	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.1	1.9	11746.9	4.23
Unknown/Incomplete/NA	0	0	38.6	8.08	14303.8	5.15
Total Teaching Positions	20.5	100	478.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.6	95.16	380.8	84.12	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.9	0.43	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.84	23.8	5.26	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.7	2.38	12112.8	4.34
Unknown/Incomplete/NA	0	0	35.3	7.8	13705.8	4.91
Total Teaching Positions	20.6	100	452.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments			
Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	4.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0
Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp .			

2025-26 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, science and social studies. 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 2025	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Adelante (Spanish) Reading, adopted 6/2017	0
Mathematics	McGraw-Hill Mis Matematicas K-5 (2013), adopted 3/5/2015 (English & Spanish)	0
Science	Amplify Science (Grades TK-5) TK-3 in Spanish and 4th/5th in English	0
History-Social Science	Harcourt Reflections/ Gr. 5 (2006) Harcourt Reflections - Spanish/K-4 (2006)	0
Foreign Language	Mi Mundo Social Studies (TK-5) in Spanish	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			9/1/2025	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements				
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>Statewide Assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>College and Career Ready The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.</p>

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	74	84	72	72	47	48
Mathematics (grades 3-8 and 11)	70	77	59	59	35	37

2024-25 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
All Students	177	177	100.00	0.00	84.18
Female	96	96	100.00	0.00	82.29
Male	81	81	100.00	0.00	86.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	120	120	100.00	0.00	80.00
Native Hawaiian or Pacific Islander	0	0	0	0	0

Two or More Races	0	0	0	0	0
White	53	53	100.00	0.00	94.34
English Learners	28	28	100.00	0.00	53.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	41	100.00	0.00	73.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	65.52

2024-25 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
All Students	177	177	100.00	0.00	77.40
Female	96	96	100.00	0.00	72.92
Male	81	81	100.00	0.00	82.72
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	120	120	100.00	0.00	70.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	53	53	100.00	0.00	94.34
English Learners	28	28	100.00	0.00	50.00
Foster Youth	0	0	0	0	0

Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	41	100.00	0.00	63.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	72.41

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	59.09	57.35	57.44	54.74	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100.00	0.00	57.35
Female	35	35	100.00	0.00	48.57
Male	33	33	100.00	0.00	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	42	42	100.00	0.00	38.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	24	24	100.00	0.00	87.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	52.63
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.

2024-25 California Physical Fitness Test Participation Rates					
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	91	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
<p>As a community dedicated to the informed involvement of all parents, Edison has a written parental involvement policy developed with parent input. 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 are also available on our school web page.</p> <p>Edison has developed a Family-School Communication Plan to facilitate communication between families and schools. Parent concerns or questions and fostering strong family-school communication are significant to our school. We want to hear from parents and help direct them to the information they may need or help resolve any problems. The plan outlines how to reach staff, schedule a meeting, and contact the appropriate person for 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 monthly 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 with the classroom teacher. The principal participates in monthly ELAC, School Site Council, and PTA Association and Board meetings, and also hosts a monthly Parent Social. The Assistant Principal chairs the monthly Safety Committee. There is a monthly Coffee with the Principal and Experts where you can share information, listen to parents' questions/comments, and build community.</p> <p>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, and town hall meetings. The Edison and PTA websites, the Konstella parent communication platform (used by PTA), Parent Square (periodic dialers to phones, texts, and emails), the weekly El Semanario school newsletter, PTA reminders on the Konstella app, and monthly meetings of Edison parent Groups: PTA and ELAC, and the Edison Site Council keep parents connected to the school and each other. When there are academic concerns about a student and a broader approach is</p>

2025-26 Opportunities for Parental Involvement

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	404	404	47	11.6
Female	215	215	21	9.8
Male	189	189	26	13.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	279	279	37	13.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	110	110	8	7.3
English Learners	86	86	11	12.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	170	170	29	17.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	72	72	13	18.1

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 data.								
Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.12	1.85	1.47	3.6	3.28	2.94
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.								
This table displays expulsions data.								
Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06
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 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	0.00	0.00
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.

2025-26 School Safety Plan

Edison’s Emergency Safety Plan is updated each year. 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 20, time was reserved to review the plan and solicit staff input. The Assistant Principal reviewed the plan with our Safety Committee in December 2025. The Assistant Principal presented proposed updates to ELAC and conducted 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 meeting. Representatives from the Mayor’s office, local businesses, and community partners were invited to the public hearing on the plan held on January 11, 2026. The Board of Education reviewed the final CSSP in January 2026.

A notebook with emergency procedures and evacuation areas/routes is 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 evacuations, as well as lockdown/shelter-in-place. This year, each classroom and student-serving space was equipped with a binder containing all safety policies, maps, and relevant sections of the CSSP.

Edison students learn in a safe, secure campus. 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 closed campus during the day while 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,

2025-26 School Safety Plan

where the purpose of their campus visit is ascertained before they are buzzed in. Visitors are screened using the check-in 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 authorizing 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 after-school care, recreation, academic, and enrichment programs, the campus is accessible only through the front office, allowing visitors to 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 on-campus afterschool programs, provided 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.

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

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	0
1	22	0	3	0
2	18	3	0	0
3	19	3	0	0
4	23	0	3	0
5	22	0	3	0
6	0	0	0	0
Other	21	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	24		3	
1	21	1	2	
2	22		3	
3	18	2	1	
4	19	1	2	
5	23		3	
Other	12	1		

2024-25 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

2024-25 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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$100,861
Percent Difference - School Site and District	N/A	N/A	-3.4	2.3
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-23.6	3.0

Fiscal Year 2024-25 Types of Services Funded

A combination of state and local funding supports all components of Edison’s instructional program.

Edison utilizes a Stretch Grant from the Education Foundation to fund a Garden Teacher who delivers 10-week garden classes for PreK–2nd–grade students and leads a garden club for grades 3–5. Title I funds support a full-time Instructional Coach who provides professional development and guides teachers in meeting student needs. Proposition 28 funding supports a Spanish Music Teacher for PreK–2, a Visual Arts Teacher for PreK–5, a Dance Teacher for grades 1–3, and a Graphic Design teacher for grades 4–5. Title III funds enhance educational opportunities that promote English learners’ language and academic proficiency and strengthen parent engagement.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,883	\$62,145
Mid-Range Teacher Salary	\$87,918	\$97,088
Highest Teacher Salary	\$118,368	\$120,436
Average Principal Salary (Elementary)	\$151,771	\$151,343
Average Principal Salary (Middle)	\$155,740	\$159,514
Average Principal Salary (High)	\$181,381	\$177,261
Superintendent Salary	\$275,000	\$294,805
Percent of Budget for Teacher Salaries	28.47%	29.95%
Percent of Budget for Administrative Salaries	5.18%	5.4%

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, including BTSA, National Boards, district-based coaches, grade-level Professional Learning Communities, School Leadership Teams, and specialized programs such as Math Teacher Leaders, which can help build capacity in English, math, and technology. Professional development occurs through workshop series during banked time and/or after-school opportunities.

Of the 36 annual banked time days, approximately thirteen are dedicated to professional development at Edison, and three are devoted to data meetings. Teachers also have nine professional preparation days to focus on their professional development needs. The administration and a group of teacher leaders organize these meetings.

We hold weekly PLC meetings during the school day and monthly Site Leadership Team (SLT) meetings after school. The ten SLT members will be out for two days over the year to work with a consultant from LACOE to strengthen their ability to lead inquiry groups.

In addition to the schoolwide professional development sessions mentioned above, each teacher will be assigned to collaboratively plan designated ELD using a new curriculum, and teachers can choose to attend professional development that interests them.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	2	13