

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [X] Choice

Name of Principal Ms. Lori S. Orum

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Edison Elementary School

(As it should appear in the official records)

School Mailing Address 2402 Virginia Avenue

(If address is P.O. Box, also include street address.)

City Santa Monica State CA Zip Code+4 (9 digits total) 90404-5105

County Los Angeles County

Telephone (310) 828-0335 Fax (310) 449-1250

Web site/URL http://www.edison.smmusd.org E-mail lorum@smmusd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Ms. Sandra Lyon E-mail slyon@smmusd.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Santa Monica Malibu Unified School District Tel. (310) 450-8338

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Laurie Lieberman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 11 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 16 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	26	41	67
1	32	37	69
2	30	42	72
3	36	42	78
4	41	29	70
5	44	33	77
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	209	224	433

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 3 % Black or African American
 - 75 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 17 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2014	449
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 29 %
126 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Japanese, Amharic, Portuguese, French

7. Students eligible for free/reduced-priced meals: 49 %
Total number students who qualify: 213

8. Students receiving special education services: 10 %
45 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 12 Other Health Impaired
- 18 Specific Learning Disability
- 32 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 10
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

To prepare all students to be bilingual, biliterate and multicultural learners with high levels of academic achievement in all areas.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students are selected based on language background (the program requires approximately equal numbers of students who are Spanish dominant and English dominant) and Board-adopted sibling, residential, and employee preferences. When there are a greater number of applicants in any category than can be admitted, a lottery is conducted.

PART III – SUMMARY

Each weekday morning, approximately 440 children and their parents make their way to Edison Language Academy. Some walk or bicycle from homes, apartments or trailer parks in Pico Neighborhood and Sunset Park in Santa Monica. Some drive in from other Santa Monica neighborhoods and neighboring West Los Angeles, Mar Vista, Venice and Culver City. Still others rise early for longer commutes from places like the San Fernando Valley, Central and South Los Angeles, Inglewood, Gardena, Hawthorne and Lawndale. The hallways, patios and gardens are filled with the sounds of “Buenos Días” and “Good Morning” as parents and children call out greetings and hustle to meet their teachers. At 8:15 am the classroom doors swing shut and the school day begins – each precious minute of instructional time put to good use developing proficiency in two languages. The parents chat in small groups or at our Wednesday morning cafecito— admiring new babies, catching up on news, planning a festival, fundraiser or field trip, attending workshops or meetings of parent groups, or heading to the classrooms as one of Edison’s 275 trained parent volunteers.

together. Older students are paired with younger students as “buddies” and most years 4th and 5th graders are part of mentored Leadership Teams, providing service to the school community. Former students frequently return to volunteer, and they all come “home” to graduate -- in an Immersion Graduation ceremony and family dinner that Edison hosts for its high school graduates.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Core curriculum at Edison begins with the California standards and how they are best organized for a dual immersion setting. 90-10 Dual Immersion schools must develop students' proficiency in two languages and teach content through both languages. Every moment counts in an immersion program and curriculum choices must be thoughtful. Curriculum must also serve to help students understand and respect cultures other than just their own. The braiding of language and content standards is essential across the curriculum. Curriculum must also be organized in order for transfer to occur from one language to another. Our faculty works in grade level teams each year to backwards map the curriculum so that concepts can spiral across the languages, building upon and supporting one another across the domains. This practice of curriculum integration and mapping is one of the reasons why the move to "common core" standards was not a big shift for us.

Reading and Language Arts curriculum is in both English and Spanish. We introduce reading first in Spanish, building strong early literacy skills as well as comprehension strategies. Formal reading and writing instruction in English is added in second grade. Language instruction is guided not only by the California English Language Arts (ELA) and English Language Development (ELD) standards but also by the suggested standards for Spanish Language Arts. Students build literacy skills every day during dedicated language arts instructional blocks and also through reading and writing instruction across subjects. The curriculum includes substantive practice with fiction and non-fiction text at students' instructional reading levels as well as supported exposure to "stretch texts" through read-alouds, shared reading, close reading, and literature circles. To meet students where they are and help them move forward at their own pace toward grade level standards or beyond, we also utilize a number of on-line reading programs in Spanish and English to supplement the core curriculum and allow students to easily access appropriately challenging reading material in both languages -- at school and at home.

Math at Edison is taught in Spanish at all grade levels. Our curriculum is based on state standards and a district philosophy that places problem solving, accountable talk and collaboration at the heart of the curriculum. Edison also focuses on teaching the language of math through a variety of visual representations while simultaneously teaching students how to use manipulatives so that language is not a barrier to math comprehension. Students acquire foundational skills through daily designated math instruction, spiraling math warm ups, whole and small group instruction, and frequent partner work. Explaining and defending their math strategies helps all students grow as mathematical thinkers and communicators. An on-line spatial-temporal program (ST Math) also meets students where they are and moves them toward or above standards.

The California Science Standards and a look ahead to the Next Generation Science Standards (NGSS) form the backbone of science curriculum. While we have state-adopted texts, they do not reflect NGSS and are somewhat outdated. Edison teachers therefore create standards-based science units that incorporate more current information, non-fiction reading and expository writing. Science units often include hands-on experiments and arts integration. In keeping with our philosophy to provide comprehensible input, we provide a school-wide license for Discovery Education and Science Streaming so teachers can also incorporate audio-visuals, simulations, and other science content into their curriculum units.

Social Studies is taught in Spanish at Edison until 5th grade. Teachers build units based on California standards and on Edison's philosophy of looking at history from multiple perspectives and a focus on the cultures of the Americas. As with science instruction, we draw from adopted texts but supplement heavily with primary source documents, literature and teacher created project-based units. Social Studies units often include collaborative, standards based research projects, which may be presented to the larger community. For example, for a third grade study of people who have made a difference, students might research freedom fighters while doing a reading unit on biographies and an informational writing unit. They share their work with the whole community in a "wax museum" where they dress as the person they learned about and must

present in either English or Spanish, depending on the language requested by the individual who comes to the exhibit.

2. Other Curriculum Areas:

The arts are an important part of the Edison experience because they are a living manifestation of the cultures of the school and they create another pathway to learning. The arts are associated with improved motivation, teamwork, and critical thinking and cognitive skills. In keeping with our immersion model, Edison focuses on the cultures of the Americas, delivers most arts education in Spanish, and teaching artists and classroom teachers develop curriculum with thoughtful integration. We have a district-funded general music (3rd grade) and instrumental music program (4th and 5th grades) offered in English for all students. Students receive 40 minutes per week in 3rd grade and 120 minutes per week in 4th and 5th grades. Through a partnership between SMMUSD's Education Foundation and PS Arts, all Edison students also receive a weekly 50-minute theater class. In addition, Edison funds a Spanish choral music program for K-1-2 students (30 minutes per week) and an afterschool Spanish music program for students in grades 3-5 (90 minutes per week). A teaching artist also supplements classroom-based visual arts – consulting with teachers, co-designing art instruction to enhance curriculum, and pushing into the classrooms for 50 minutes a week for 6-8 weeks each year for all students. Dance units are offered both during PE (modern dance in 3rd grade and ballroom dancing during 5th) and after school (a ballet folklórico troupe funded by the PTA).

We also invest funds in mural making and other visual arts installations, and the cafeteria has both permanent and temporary student art installations. Student and professional dancers and musicians perform at the Fall Festival and Valentines Family Dance. Each fall, the whole school creates a large gallery of “altars” for Días de los Muertos (Days of the Dead) that is shared with the public. Students design and create a temporary sawdust carpet each year with colored sawdust prepared by parents. Student concerts and plays are big school events, usually staged at night and accompanied by dinner to encourage family attendance.

Students at Edison have daily a physical education class with one of our two bilingual Physical Activities Specialists (PAS). Each class has about 35 students and classroom teachers have daily common planning time by grade level while children are at PE. The PE program uses a standards-based and district adopted PE curriculum that focuses both on aerobic activity and skills building. Dance units are incorporated at all grade levels, with 3rd and 5th grade dance taught by teaching artists funded by the SMMUSD Education Foundation. Anti-bullying and problem solving skills are also taught through our PE classes using Cool Tools and the Olweus Anti-Bullying Program. Through a partnership with UCLA, 4th graders participate in a 10-week nutrition and health unit taught by college students and we are organizing a gardening curriculum for our new edible garden.

Because Edison is a dual immersion school, all students study a second language – either English or Spanish. Instruction is designed not only to teach about the languages but also to use them to learn other subjects. Instructional goals also involve both developing both conversational skills and academic skills in both languages.

Technology is integrated as a tool in all Edison's classrooms. We have a lot of technology right now from a district technology initiative. Classrooms are equipped with interactive white boards, document cameras, amplification systems, wireless access, and mobile lap-top computer carts. There is also a dedicated computer lab space and nearly a 1:1 student to computer ratio on campus. But even when our technology resources were scarce, we have used technology to connect to the wider world and offer students platforms for individualized learning. We invest in several open-ended on-line learning programs for school and home use, including: ST Math (K-5), Lexia Reading (grades 2-5), Kid Biz/Achieve 3000 in English and Spanish (grades 2-5), Raz Kids (K-2), Brainology (5th grade), and Discovery Education (K-5). Because many of our families do not have access to the Internet or computers at home, we offer supervised time in the computer lab after school. Coding is taught in the upper grade classrooms using various on-line tutorials. Students (grades 2-5) also learn basic keyboarding and presentation program skills. And finally, we use our technology resources to participate in electronic field trips and on-line international learning projects so that our students can collaborate with native Spanish speakers around the world.

3. Instructional Methods and Interventions:

Instruction at Edison is based on the dual-immersion approach of teaching content and language simultaneously. At any point in the day, there are second language learners in the room, so it is crucial that teachers incorporate effective, research-based practices that meet the needs of a diverse group of learners. The use of visuals, models, hands-on activities, graphic organizers, targeted vocabulary instruction, sentence frames, and student talk structures are common methods used within all curricular areas to create comprehensible input and develop language proficiency. Lessons are designed with teacher led mini-lessons, followed by guided and independent practice for students. Students are often encouraged to work collaboratively in order to develop their language and cognitive skills, along with their content knowledge.

Differentiating instruction is crucial to our success because we have such a diverse student population. In order to differentiate, we do not water down curriculum, but rather, provide students with the practice, targeted instruction, and scaffolding needed for them to be successful. Reading is differentiated by matching students to books at their reading level, providing small group guided reading instruction, and meeting with students individually to assess and provide feedback on their reading progress. Math is differentiated through Cognitively Guided Instructional practices that allow students to approach problems in a variety of ways, push their thinking through teacher inquiry, and provide students with response choices at varying levels of complexity. In addition, technology-based instructional programs such as KidBiz, Lexia, RAZ Kids, and ST Math, provide further targeted instruction at students own instructional level in both Reading and Math.

We believe a tiered instructional approach begins with strong core instruction that is differentiated. However, if students are not successful, or need more practice, they are provided Tier II, and/or Tier III instruction. Our Tier II instruction occurs in the classroom, and is provided by the classroom teacher in response to student learning. Students may be pulled in small groups to receive targeted practice, or a re-teach of a concept they did not master during core instruction. For those few students who require further differentiation, Tier III instruction is provided by a reading specialist in Spanish for grades 1 and 2 using a Reading Recovery approach, and in English for grades 2-5 using SIPP (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and LLI (Leveled Literacy Intervention). Tier III instruction may occur before, during, or after the school day. All tiered instruction is monitored regularly, and groupings are flexible allowing students to flow in and out as their needs change.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

In order to inform our site plan and professional development goals for the year, teachers assess student learning throughout the year and evaluate school wide end-of-year data and SBAC data for areas of strengths and weakness. We examine CELDT data to see where English learners struggle. We administer FastBridge, an online adaptive screening test in Reading, three times a year. Further diagnostic tests are done using the Fountas and Pinnell one-on-one reading assessment. Reading specialists and coaches identify at-risk students with teachers based on these assessments and discuss targeted interventions. Teachers monitor student progress to determine if the core instruction is meeting the needs of all students. Similarly, student results from math performance tasks are analyzed and units are planned accordingly with the support of a coach. Our work as a Professional Learning Community has also focused on the need to overhaul our writing program by backwards mapping, planning effective lessons, and developing common formative and summative assessments in order to make current and future instructional revisions.

Students' academic achievement is communicated to parents in a variety of ways in both English and Spanish. Parent workshops, Site Council, English Learner Advisory Council (ELAC), and PTA meetings provide opportunities to view and discuss group data. During the November conferences, teachers explain individual SBAC results, share data from current formative assessments and work with parents to design Individual Learning Plans (ILPs) for at-risk students. Parents receive three reports with formative assessment scores and attend monitoring conferences as needed. Teachers regularly inform students of their progress and assessment scores and analyze areas of strength and weakness while setting improvement goals. Academic achievement is shared with the community via press releases to local media, the on-line

School Accountability Report Card (SARC), Single Plan for School Improvement (SPSAARC), and in annual presentations to the Board of Education.

In an attempt to close the achievement gap, we have focused on strengthening our Response to Intervention and Instruction program and provided targeted reading services for our Long Term English Language Learners (LTELS). We have also allocated resources to intervention specialists to provide Tier III instruction during, before, and after school for students not meeting grade level standards. Efforts to improve core instruction through differentiation and best practices are also made through ongoing professional development and coaching support in reading and math. We maintain our high levels of achievement by keeping high expectations for all students and incorporating depth and complexity into instruction. We also provide differentiated computer programs and “just right” texts from our library.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

As dual immersion educators, we understand the importance of keeping students' "affective filters" low and motivation high so they are willing to take risks with their second language. We consciously work to create a school climate that is nurturing and respectful. At school, we explicitly teach problem solving skills using Cool Tools, hold class meetings to role-play conflict resolution, and use Olweus anti-bullying program strategies to help children learn to be "up-standers" and not by-standers. These tools are taught at assemblies, in classrooms, in small groups, and in PE classes.

Staff provide students with frequent positive reinforcement, and as part of our commitment to teaching growth mindsets, take care to praise effort and use of good strategies. Fifth-grade students use the Mindset Works' on-line program Brainology to learn how the brain functions, learns, and remembers, and how it changes in a physical way when we exercise it. Teachers explicitly teach organization skills to 4th and 5th graders and the school provides students with agendas that are used daily to plan assignments and facilitate parent-teacher communication. School values are discussed frequently, reinforced in read-alouds, and illustrated in paintings that hang in the cafetorium. During Edison's annual month-long MLK Kindness and Justice Challenge, students practice intentional acts of kindness and justice toward others. Our annual service project collects and delivers supplies to an orphanage in Tijuana and some of its graduates visit our school yearly.

Partnerships with Family Services of Santa Monica and the UCLA School Function Project allow us to provide counseling and friendship groups to support student emotional growth beyond what can be fostered in the classroom.

Edison teachers are a highly qualified and experienced faculty and are heavily invested in the community and improving life opportunities for students. Teachers tend to spend most of their careers as part of this community, enrolling their own children, teaching multiple generations of neighborhood children, attending bar mitzvahs, first communions, quinceañeras, and sometimes funerals. Parent surveys regularly name the teachers as one of the greatest strengths of the school and teacher appreciation week is an important event. The school invests PD resources not only to provide initial training during banked time, but also to provide coaching support and paid time to plan with a coach and grade level colleagues. Our site plan supports release time for opportunities to visit other classrooms or schools, attend summer institutes, be part of learning walks and lesson links, and time to work together with peers on problems of practice. Teachers also have leadership development opportunities, leading collegial study groups, and shaping and delivering professional development -- all with an eye toward being a learning community that contributes to students' success.

2. Engaging Families and Community:

The warmth and inclusiveness of the Edison community is one of the things parents cite most frequently as a strength of the school. Perhaps because Edison is a school of choice, or maybe because we make a concerted effort to inform parents and create a level playing field, Edison parents tend to be quite involved. Membership in parent organizations is high and over 275 parents are currently trained, screened, and registered as parent volunteers. Parents on Site Council participate in learning walks with the principal in classrooms. Virtually all parents attend Parent-Teacher Conferences, and those whose children have Individual Learning Plans meet with teachers two or three additional times during the year to check progress and adjust interventions. There is strong participation in training workshops on supporting early readers, understanding Common Core math strategies, and how to help children with focus and executive function challenges.

Knitting together community from very diverse groups of parents representing a range of languages, incomes, family types, parenting styles, and cultures requires constant and thoughtful work. A decade ago, Edison developed a set of Guiding Principles as a framework to ensure that all parents have equal access to

information, and that school activities and programs are inclusive and accessible regardless of language or income. For example, if we use simultaneous translation and headsets, the language interpreted alternates so that one group of parents is not always wearing headphones. We usually offer dinner for sale at a low price at evening events so that working families can feed their families with something healthy and come to an evening event. We restructured our PTA Board to include a Vice President for Community Integration, specifically to focus on ways to build bridges between our diverse communities.

We have found it very helpful to have a full-time Bilingual Community Liaison. She organizes an annual PTA School Smarts Academy to equip parent leaders, staffs the ELAC meetings, provides interpretation and translation as needed, and ensures that all school communications are in both languages. Site Council conducts an annual parent survey and incentivizes participation in order to have a large and representative sample so we can learn about parent needs and their perception of the schools' strengths and weaknesses. The Parent Education Committee each year develops a menu of parent education offerings to address those needs. And each Wednesday mornings we have a *cafecito* to encourage parents to linger, interact with each other and school staff and attend a parent meeting or workshop. We also benefit greatly from partnerships with the Santa Monica Police Department, SM Public Libraries, Virginia Avenue Park, the Venice Family Clinic, UCLA School Function Project, UCLA SCOPE Project, and Family Services of Santa Monica.

3. Professional Development:

Professional development (PD) makes Edison more than just a collection of excellent classrooms. Together we create a vertically and horizontally articulated program, where concepts and methods build logically from grade to grade, and common priorities, practices, and projects can be found across a grade level. Over the years, our PD has evolved into a collaborative model, in which the planning and delivery of PD is mainly done by an on-site team. By tapping into the rich depth of knowledge and experience on site, we have been able to work together as a learning community in order to grow as educators, and find new ways to better serve our students and families.

Although most of our PD occurs during our weekly 90 minute banked time, we also recognize that PD does not end with a workshop session, but requires follow up through coaching, grade level planning time, peer observations, learning walks, and constant monitoring of teacher practice and student results. We are fortunate to have on-site coaches for literacy, math, and English Language Development as part of our PD Team, in addition to the principal and teacher representatives. Together, they plan, deliver, and follow up on PD to ensure that teachers have the support needed to develop their teaching and maximize student results. The principal attends professional development sessions along with the teachers, participates in lesson walks and district-sponsored professional development (Professional Learning Communities (PLCs), Thinking Maps, Cognitively Guided Instruction, CORE Reading instruction, etc.) and meets regularly with the coaches.

Under the overarching district goals of PERCS (Professional Learning Communities, Equity and Access, RTI2, Common Core Standards, and STEM), Edison has tailored its PD to reflect student needs and support the immersion model. Over the last few years, we have focused on developing the knowledge and skills of our teachers around the new CA Standards. With the new ELA standards in mind, we revisited what it means to deliver a balanced literacy program in a dual immersion setting, focused on the incorporation of non-fiction text using a Close Reading model, and developed common writing units based on the Lucy Calkins Units of Study. Embracing the demands of the new math standards, we planned and assessed student learning using performance tasks, and delved into a book study on Cognitively Guided Instruction. Using data as a focal point, we fine-tuned our RTI model to better identify, monitor, instruct, and track student progress. And most recently, we focused on increasing our capacity to work as a PLC by developing teacher leaders and working in grade level teams to unpack standards, plan effective instruction, create common formative assessments, and adjust instruction.

4. School Leadership:

Edison's progress over the last decade would not have been possible without the development of a PLC and adopting a collaborative leadership structure. Our leadership structure allows us to tap the many different

experiences and perspectives of the faculty to create and organize integrated, standards-based curriculum, select research-based best instructional practices, develop curriculum-based and common formative assessments, and use data to improve instruction and learning.

Teachers work in grade level teams with each team designating a representative to the school's Instructional Leadership Team (ILT). The ILT includes these six grade level leaders, the Principal, the English Language Development Coach (also the PD Leader) and the Literacy Coach. This group has been trained as a PLC and meets for a half-day each month to help us move forward on issues of instruction and program improvement and keep us grounded in the lessons in our student achievement data. Two of the teacher members of the ILT sit as faculty representatives on Edison's Site Council so that the school plan and budgets reflect the instructional priorities and are allocated based on instructional needs and priorities. The PD Team designs professional development opportunities for teachers so that they can implement district and site goals effectively. It is composed of the Principal, the PD Leader/ELD Coach, the Literacy Coach, one of the Math Coaches, and an elected teacher. Other collaborative teams include the Faculty Advisory Committee, Parent Education Team, and the Safety and School Climate Committee.

The Principal serves as the Lead Learner and takes an active role in shaping instruction and school priorities and community integration activities at Edison. She prioritizes her work around aspects of leadership with the largest effect sizes on student achievement: promoting and participating in teacher learning and development, establishing goals and expectations, observing instruction and reflecting with teachers, aligning resources to priority goals, and ensuring a safe and supportive environment. As Lead Learner, she collaborates with other principals in the School Leaders Network (SLN) and the Cotsen Foundation's Principals Network, and stays current with research in our focus areas—writing a "From Theory to Practice" column in the weekly staff newsletter. The principal also regularly shares data on student achievement with parent groups and enlists their support for programs to support learning, works with the bilingual community liaison, school counselor and parent leaders to create parent education offerings, equip parents for leadership roles, and knit together a community that can support all students.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Over the last decade, we have done so many different things to improve teaching and learning at Edison that it's nearly impossible to say that there's just ONE thing that has made us successful. However, all of our efforts fall under the over arching theme of our work to create "systemness." By that we mean coordinating multiple components to create a network of activity that's more powerful than the individual parts on their own. We have made a concerted effort to move from working in silos of individual classrooms to working together as a community of learners. Together we have created systems that boost achievement for all students. We now work for consistency and a guaranteed rigor across all classrooms at a grade level, so that regardless of which teacher a student has, we know that all students have had the opportunity to learn the same content with similar levels of rigor.

At the same time we adopt common instructional practices and strong vertical articulation so instruction builds logically each year. So the readers or writers workshop frameworks or CGI practices that students learn in one grade level can be carried forward to the next. When we create curriculum maps or develop instruction, we work together in grade level teams to understand and unpack the standards and develop instructional units based on power standards and common formative assessments. And we have worked to reach beyond our own school to learn from other schools through our District, Cotsen Foundation and Dual Immersion networks.

Of great importance in the way we work on our systems is that everything is evaluated through the lens of our dual immersion model and instructional principles. For example, while we have increased our professional development and coaching around the effective teaching of English, we have not increased the amount of English we use in the program. Rather we focus on the features of good language instruction that can be used in both languages and identify the differences that must be taught systematically in each. We also benefit from the fact that many of the principles of instruction for dual language programs are very much in keeping with the common core. For example, dual immersion programs always braid language and content, teach reading and writing across the curriculum, look for ways to teach thematically, look for real-world connections, and demand methods that provide comprehensible input for students. While our school still has a warm and creative feeling and teachers still have the ability to bring their own gifts and personality to their teaching, we are now far more than a collection of good classrooms. We are now a school with common goals, methods, programs, and a focus on helping all students achieve to high standards -- and increased achievement to show for our work.