

Earl E. Edmondson Elementary School

15121 S. Grayland Ave. • Norwalk, CA 90650 • (562) 864-9501 • Grades K-5

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Norwalk-La Mirada Unified School District

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District Governing Board

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Chris Pflanzner Board Member

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Superintendent

Dr. Albert Clegg
Assistant Superintendent -
Educational Services

Estuardo Santillan
Assistant Superintendent, Business
Services

Wayne Shannon
Assistant Superintendent, Human
Resources

School Description

Edmondson is the proud home of a rigorous and highly academic Dual Immersion Program, the only one of its kind in Norwalk-La Mirada Unified School District. Our Dual-Language program promotes students who are fully bi-literate in English and Spanish. All of our teachers are highly qualified. Our instructors utilize the 90-10 model. Our students start in Kinder 90 percent in Spanish and 10 percent in English. By fifth grade the instruction is 50-50.

We have an RTI Coach (50%; shared with 2 other schools) who works with our staff to provide research-based professional development and support around interventions, organize our Response To Intervention (or RTI), and host CAPSS/SST meetings.

A feature that also makes our school special was the hiring of three Literacy Assistants to help run our reading intervention program for grades Kinder through Third grade. And for the first time, we ran our program in Spanish in Kinder-First grade, adding a bilingual component to our RTI program.

Technology is the key to our student's future. Therefore, we hired a full-time Technology Teacher to integrate technology throughout a student's day. Our tech menu includes but is not limited to iReady and Accelerated Reader (English & Spanish). On top of that we created 2 computer labs--- a Mac lab full of iMacs and Mac Minis, as well as a PC-based lab with Dell computers.

Starting a student's educational journey as early as possible has proven to be fruitful years later when a child enters high school and college so we added a Transitional Kinder classroom. For the last two years this program has been running, all day, with the help of a para-educator and a highly qualified teacher.

In addition, we have added a TK-5 music program as well as the arts thru the Meet The Masters art program.

We are proud to say that our school is an 8 out of 10 Similar Schools rank. Which makes us just two steps away from becoming a perfect 10!

EDMONDSON ELEMENTARY SCHOOL

Mission

To provide motivating academic opportunities that equip learners with the tools to build the successful lives they envision for themselves.

Eagles will learn to demonstrate character, problem-solve, and think critically.

Use our toolbox of strategies to engage and meet all students' needs. Foster a positive self-image. Create opportunities for students to succeed, everyday. Collaborate and cooperate (school wide). Respect ourselves. Provide an environment that makes it safe to take risks. Look for and take advantage of opportunities to be creative and innovative. Provide ample support for all.

"Good character, effort. a winning attitude"

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (562) 864-9501.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	114
Gr. 1	78
Gr. 2	86
Gr. 3	84
Gr. 4	96
Gr. 5	81
Total	539

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	0.6
Filipino	1.3
Hispanic or Latino	96.1
Native Hawaiian/Pacific Islander	0.0
White	0.9
Two or More Races	0.0
Socioeconomically Disadvantaged	95.2
English Learners	51.4
Students with Disabilities	10.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Earl E. Edmondson Elementary School	12-13	13-14	14-15
Fully Credentialed	18	20	20
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Earl E. Edmondson Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	93.95	6.05
High-Poverty Schools	93.90	6.10
Low-Poverty Schools	95.05	4.95

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials		Year and month in which data were collected: 2014	
Core Curriculum Area		Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA	
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014	
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008	
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006	

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)					Year and month in which data were collected:				
System Inspected	Repair Status				Repair Needed and Action Taken or Planned				
	Good	Fair	Poor						
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]						
Interior: Interior Surfaces	[]	[]	[]						
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]						
Electrical: Electrical	[]	[]	[]						
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]						
Safety: Fire Safety, Hazardous Materials	[]	[]	[]						
Structural: Structural Damage, Roofs	[]	[]	[]						
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[]						
Overall Rating	Exemplary	Good	Fair	Poor					
	[]	[]	[]	[]					

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	47	48	48	53	56	55	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	53	51	50	52	54	54	54	56	55
Math	67	58	58	46	47	48	49	50	50
HSS				41	41	44	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	4	4
Similar Schools	9	8	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.2	17.5	8.8

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

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	55
All Student at the School	48
Male	52
Female	41
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	47
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	49
English Learners	8
Students with Disabilities	
Students Receiving Migrant Education Services	45

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	20	-6	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	15	-5	3
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	17	-8	5
English Learners	29	0	-7
Students with Disabilities			

* "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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents are always welcome at Edmondson. Besides the chance to join all of our committees we offer specialized classes and trainings just for parents. The workshops are custom tailored to meet parent's needs every year via our parent needs survey, conducted annually in the fall. We expect parents to be our partners and keep our programs running smoothly for all students. Parents can join our School Site Council, which works with the administration to help make financial decisions and revise the school plan annually

Parents of English Learners are vital in that they serve on the board for our school's English Language Advisory Committee (ELAC) and advise on our school plan as well. The computer labs were another way for parents to get involved in their child's educational careers. We were proud to offer computer classes for parents in our lab twice a week in the morning so parents could learn vital skills like how to check email, create Word documents, and help their children with programs such as Study Island and AR.

PTA is a big part of our parental involvement. Our PTA was heavily involved with many events such as our Winter Program, Founder's Day, Scholastic Book Fairs, Open House and our annual Spring Fiesta. PTA sponsors study trips, end-of-the-year awards, perfect attendance incentives, Eagle store prizes, and snacks for CST. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and any and all necessary parent-teacher conferences. We always need new volunteers! Please contact PTA President, (562) 864-9501 to find out more ways you can help.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Our supervision staff monitor and keep our school safe beginning 35 minutes before school, and after school as well. During recess and lunch we also maintain a full staff from the cafeteria to the playground. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. We have a safe and closed campus during the core instructional day from 8:00 a.m. to 2:22 p.m. Visitors must enter the school through the front office and sign-in, where they receive a visitor's badge to wear throughout their stay.

We revise our School Safety Plan annually; it was last revised in November 2013. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available and keep copies in the office for parents. We share the plan with all staff during a school wide staff meeting. Our staff practices routine fire, earthquake, and emergency drills every month. We also host trainings for staff on emergency preparedness.

Our safety plan includes two staging areas to ensure that, in case of emergency, students are picked up in an orderly fashion. Every classroom has emergency supplies. Our PTA also assists our school in procuring a 30-gallon can full of emergency food supplies, water, and activities for every classroom. In one of our staging areas we also have a large storage container full of major emergency supplies such as helmets, blankets, axe, stretcher/cot, and water.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.2	0.2	1.4
Expulsions Rate	0	0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5	5.7	3.6
Expulsions Rate	0.1	0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		94.1

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	28.7	28	29	0			3	3	4	0		
Gr. 1	29	16	13	0	3	4	3	3	2	0		
Gr. 2	26.3	18	22	1	2	1	3	3	3	0		
Gr. 3	25	19	17	0	3	3	3	2	2	0		
Gr. 4	24	19	19	1	2	2	3	1	3	0	1	
Gr. 5	21.8	24	20	1	1	2	3	3	2	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,764	\$41,318
Mid-Range Teacher Salary	\$69,406	\$65,615
Highest Teacher Salary	\$91,049	\$84,981
Average Principal Salary (ES)	\$117,028	\$107,624
Average Principal Salary (MS)	\$120,045	\$112,817
Average Principal Salary (HS)	\$120,189	\$121,455
Superintendent Salary	\$205,000	\$206,292
Percent of District Budget		
Teacher Salaries	39	40
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8789.72	3084.59	5705.12	73684.58
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-5.8	1.1
Percent Difference: School Site/ State			21.6	6.2

Types of Services Funded at Earl E. Edmondson Elementary School

Professional Development provided for Teachers at Earl E. Edmondson Elementary School

Our professional development plan is based on the new Common Core standards for instruction. We began training our staff in 2013 using strategies such as 'close reading' and iReady's computer-based program. This year's focus is on teachers developing learning targets in the area of writing using Lucy Caulkin's Common Core Writing Kit.