

Gardenhill Elementary School

14607 E. Gardenhill Drive • La Mirada, CA 90638 • (562) 944-6128 • 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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Jesse Urquidi Board Vice President
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Chris Pflanzler Board Member
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Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**

Estuardo Santillan
**Assistant Superintendent, Business
Services**

Wayne Shannon
**Assistant Superintendent, Human
Resources**

School Description

Welcome to Gardenhill Elementary School, where we have made great progress toward enriching student learning through the joys of reading and the experiences of successful writing. In 2013–2014, our staff worked together to provide many opportunities for students to engage in meaningful conversations about both fiction and nonfiction texts. In support of reading, our PTA gave each student a book at the holidays and our School Site Council (SSC) provided the funds needed for more books and materials for many of our classrooms to help students prepare for the new Common Core Standards. Our students also learned new strategies for how to structure their writing in order to become successful authors. We feel that our focus on reading and writing is opening up new worlds of discovery for our students and provides them with the skills needed to be successful in the real world. We will be deeply focused on math in 2014-2015.

We value reading at school and at home. We challenge our students to read more at home with many of the reading computer programs our school has to offer such as “RAZ Kids” and “I-Ready.” Another special reading event at Gardenhill is our “Reading with the Principal” program. Teachers acknowledge students for demonstrating the monthly character trait and students can listen to a story read by the principal in her office. We are continuing to provide our classrooms with more reading materials, and we are using assessment measures in order to better address the specific needs of our students. This provides our teachers with what they need to work more successfully with small groups of students. One of the programs we are very proud of at Gardenhill is our intervention program. With 75% - 80% of students scoring in the Proficient and Advanced range, it is evident that grade level teams work as professional learning communities ensuring success for ALL students. Teachers analyze class work and assessments and give students extra practice and help whenever needed. We were thrilled to be selected as a 21st Century School. This allows Gardenhill to use technology: Computers, iPods, and iPads as a tool to help students analyze and comprehend the Common Core Standards and to help students develop projects that reflect their knowledge of the standards. Our parent partnerships are strong! We had 100% participation in our PTA memberships, and our community events such as the Fall Festival and Summer Jam are an important part of our school culture. In partnership with our parents, the school raised over \$45,000 in 2013–2014, which was used to purchase more technology such as iPads and materials for Science, Technology, Engineering and Mathematics (STEM) education through Project Lead the Way (PLTW). PTA also has generously paid for an art instructor, and we now have a K - 5 music program at the school!

With the new budget challenges, we will continue to make parents are partners in education and maintain Gardenhill’s excellence in academics through coming together as a caring community committed to the academic, social and emotional growth of our children. Gardenhill is a great place to learn and serve!

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) 944-6128.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	151
Gr. 1	143
Gr. 2	133
Gr. 3	124
Gr. 4	126
Gr. 5	126
Total	803

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.6
Asian	8.1
Filipino	1.2
Hispanic or Latino	57.5
Native Hawaiian/Pacific Islander	0.6
White	25.0
Two or More Races	2.6
Socioeconomically Disadvantaged	45.7
English Learners	6.5
Students with Disabilities	5.7

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			
Gardenhill Elementary School	12-13	13-14	14-15
Fully Credentialed	27	29	31
Without Full Credential	0	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			
Gardenhill Elementary School	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	81	75	87	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	76	79	78	52	54	54	54	56	55
Math	84	81	86	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	9	9	9
Similar Schools	10	8	10

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

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.2	15.9	23.0

* 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	87	
Male	86	
Female	89	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	82	
Native Hawaiian/Pacific Islander		
White	93	
Two or More Races		
Socioeconomically Disadvantaged	84	
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

* 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	8	1	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	-6	3
Native Hawaiian/Pacific Islander			
White	17	2	10
Two or More Races			
Socioeconomically Disadvantaged	11	20	-13
English Learners			
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

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. We consider our parents as partners and rely on their volunteerism and community involvement in areas such as fund-raising, tutoring, teaching classes, mentoring and much more. We do require a background check and a TB test. However, the process is simple! Just pick up a volunteer application from the office today. Parents can join our SSC, which works with administration to help make financial decisions. Parents of English Learners are vital to our ELAC and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. We provide field trips, special assemblies, and award programs through PTA fund-raisers. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. We always need new volunteers! For information about how you can get involved, call Alissa Miller, our PTA president, or Bessie Ramirez, our school secretary, at (562) 944-6128 in order to be more connected with the Gardenhill Community.

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

At Gardenhill Elementary School we teach safety from the start of the new year. Students are introduced to our monthly character traits, have a bi-monthly character assembly, and are given "Caught Being T.R.R.F.C Tickets" for following our school rules.

Staff and parent volunteers monitor the school grounds for 15 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school through the side door and sign in at the office, where they receive a bright visitor's badge to wear throughout their stay.

We revise our School Safety Plan annually; it was last revised in the summer of 2014. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site and keep copies in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice fire drills monthly; lockdown drills three times a year, and an earthquake drill once a year. We have a storage bin that houses school-wide disaster supplies, and each classroom teacher also has a backpack that holds emergency supplies.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.7	1.3	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
First Year of Program Improvement		2009-2010
Year in Program Improvement		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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
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.	28.3	23	25	0	1	1	4	5	5	0		
Gr. 1	28.2	23	24	0	1	1	5	5	5	0		
Gr. 2	24.4	22	27	1	2		4	3	5	0		
Gr. 3	24.2	18	25	1	3	1	4	4	4	0		
Gr. 4	32.8	25	25	0	2	2	1		2	3	3	1
Gr. 5	32.7	24	32	0	2		1	1	1	2	2	3

* 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	8034.77	2363.81	5670.96	74890.57
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-6.4	2.8
Percent Difference: School Site/ State			20.9	8.0

Types of Services Funded at Gardenhill Elementary School

Professional Development provided for Teachers at Gardenhill Elementary School

Wednesday afternoons are a busy time at Gardenhill Elementary School, and it is on our Wednesday shorten days that Gardenhill staff meets in grade level teams and as a staff learning and becoming better instructional leaders. Wednesdays are also a vital time for team planning. The primary areas of focus for Wednesday staff developments focus around three areas: Common Core Standards, Common Core Assessments (formative and summative), and STEM Education. Because the Common Core Standards are new, Gardenhill teachers have spent many hours unpacking the new standards during staff meetings and substitute days to make sure they understand the level of complexity needed and the skills and knowledge needed for students to meet the new standards. Additionally, NLMUSD has adopted a new Common Core Mathematics textbook (Houghton Mifflin Math Expressions), writing materials (Lucy Calkin's Writing Units, and foundational K - 2 phonics materials (Engaged New York). NLMUSD is offering teachers' staff development in all 3 areas during various times of the year. To ensure Gardenhill students are meeting grade level essential standards, Gardenhill grade level teams also meet every 3rd Thursday as a professional learning community during the school day to analyze data, discuss which students have met the essential standard, and plan for our daily intervention block. We continue this cycle by writing SMART goals for our formative and summative assessments. Additionally, Gardenhill teachers are diving into Science, Technology, Engineering & Math (STEM) education using Project Lead the Way (PLTW). 11 teachers were trained this summer in San Diego as PLTW lead teachers. Building level training took place in August where all K - 4 teachers were trained, and we continue to develop our knowledge on project-based learning during the year. Grades K - 4 will have two STEM modules this year while our 5th grade students learn and study for the 5th grade state Science test. As you can see, Gardenhill values staff development ,and we believe in learning and growing as professionals.