

# Earl E. Edmondson Elementary School

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

Sharon Stewart, Principal

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### **Norwalk-La Mirada Unified School District**

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
www.nlmusd.org

### **District Governing Board**

Sean M. Reagan Board President  
Chris Pflanzler Board Vice President  
Darryl R. Adams Member  
Jesse Urquidi Member  
Karen Morrison Member  
Margarita L. Rios Member  
Ana Valencia Member

### **District Administration**

Dr. Hasmik Danielian  
**Superintendent**  
Dr. Albert Clegg  
**Assistant Superintendent -  
Educational Services**  
Estuardo Santillan  
**Assistant Superintendent, Business  
Services**  
John Lopez  
**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 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.

### **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

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	99
Grade 1	80
Grade 2	82
Grade 3	75
Grade 4	71
Grade 5	83
<b>Total Enrollment</b>	<b>490</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	0.8
Filipino	1.6
Hispanic or Latino	94.9
Native Hawaiian or Pacific Islander	0
White	2
Two or More Races	0
Socioeconomically Disadvantaged	91.6
English Learners	50
Students with Disabilities	6.3
Foster Youth	1

## 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	14-15	15-16	16-17
<b>With Full Credential</b>	20	21	23
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Norwalk-La Mirada Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	1013
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Earl E. Edmondson Elementary	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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

2015-16 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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	96.4	3.6
<b>High-Poverty Schools</b>	96.2	3.8
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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 2016-17)**

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: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Overall Rating 96.45% - Good

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/30/2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	37	44	43	46	44	48
Math	25	25	25	29	34	36

\* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	47	35	40	54	52	47	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.8	18.8	16.2

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	82	81	98.8	39.5
Male	46	46	100.0	52.2
Female	36	35	97.2	22.9
Hispanic or Latino	78	77	98.7	39.0
Socioeconomically Disadvantaged	76	75	98.7	38.7
English Learners	35	34	97.1	23.5
Students Receiving Migrant Education Services	12	12	100.0	50.0

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	73	73	100.0	26.4
	<b>4</b>	72	71	98.6	52.1
	<b>5</b>	82	81	98.8	53.1
<b>Male</b>	<b>3</b>	33	33	100.0	18.2
	<b>4</b>	39	39	100.0	46.1
	<b>5</b>	46	46	100.0	54.4
<b>Female</b>	<b>3</b>	40	40	100.0	33.3
	<b>4</b>	33	32	97.0	59.4
	<b>5</b>	36	35	97.2	51.4
<b>Asian</b>	<b>5</b>	--	--	--	--
<b>Filipino</b>	<b>3</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>	71	71	100.0	25.7
	<b>4</b>	71	70	98.6	52.9
	<b>5</b>	78	77	98.7	52.0
<b>White</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	66	66	100.0	23.1
	<b>4</b>	67	66	98.5	51.5
	<b>5</b>	76	75	98.7	53.3
<b>English Learners</b>	<b>3</b>	36	36	100.0	11.1
	<b>4</b>	31	30	96.8	23.3
	<b>5</b>	35	34	97.1	32.4
<b>Students with Disabilities</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	<b>3</b>	11	11	100.0	45.5
	<b>4</b>	11	11	100.0	36.4
	<b>5</b>	12	12	100.0	50.0
<b>Foster Youth</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	72	98.6	26.4
	4	72	71	98.6	35.2
	5	82	81	98.8	16.1
Male	3	33	33	100.0	39.4
	4	39	39	100.0	35.9
	5	46	46	100.0	17.4
Female	3	40	39	97.5	15.4
	4	33	32	97.0	34.4
	5	36	35	97.2	14.3
Asian	5	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	71	70	98.6	25.7
	4	71	70	98.6	35.7
	5	78	77	98.7	16.9
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	66	65	98.5	23.1
	4	67	66	98.5	33.3
	5	76	75	98.7	14.7
English Learners	3	36	36	100.0	13.9
	4	31	30	96.8	16.7
	5	35	34	97.1	2.9
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	11	11	100.0	45.5
	4	11	11	100.0	36.4
	5	12	12	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

## 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 (School Year 2016-17)

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. 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	2013-14	2014-15	2015-16
Suspensions Rate	1.4	0.2	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

## 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.

2016-17 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	88.9	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	35	24	24		2	2	2	3	3	2		
1	26	26	26				2	2	2			
2	27	26	26				3	3	3			
3	26	26	26				3	2	2			
4	30	28	28				3	3	3			
5	25	33	33	1			3	1	1		2	2

## Professional Development provided for Teachers

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,010	\$44,958
Mid-Range Teacher Salary	\$74,441	\$70,581
Highest Teacher Salary	\$97,657	\$91,469
Average Principal Salary (ES)	\$124,784	\$113,994
Average Principal Salary (MS)	\$123,318	\$120,075
Average Principal Salary (HS)	\$136,152	\$130,249
Superintendent Salary	\$230,000	\$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).



**FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9387.04	2037.74	7349.30	79,686.81
District	◆	◆	7392.59	\$80,236
State	◆	◆	\$5,677	\$74,216
Percent Difference: School Site/District			-0.6	-1.1
Percent Difference: School Site/ State			29.5	6.5

\* Cells with ◆ do not require data.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

**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.