

Earl E. Edmondson Elementary School

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

Sharon Stewart, Principal

sstewart@nlmusd.org

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Norwalk-La Mirada Unified School District

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

District Governing Board

Ana Valencia Board President
Jude Cazares Board Vice President
Darryl R. Adams Member
Jesse Urquidi Member
Karen Morrison Member
Chris Pflanzler Member
Jorge Tirado Member

District Administration

Dr. Hasmik Danielian
Superintendent
Dr. Patricio Vargas
**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.

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

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	89
Grade 1	73
Grade 2	77
Grade 3	82
Grade 4	83
Grade 5	72
Total Enrollment	476

2017-18 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	96.2
Native Hawaiian or Pacific Islander	0.0
White	0.8
Socioeconomically Disadvantaged	93.5
English Learners	50.8
Students with Disabilities	14.1
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Earl E. Edmondson Elementary School	16-17	17-18	18-19
With Full Credential	23	19	23
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	898
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Earl E. Edmondson Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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: 9/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2017, Benchmark Advanced 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

Note: Cells with N/A values do not require data.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	38.0	33.0	44.0	46.0	48.0	50.0
Math	24.0	22.0	30.0	32.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	247	242	97.98	33.47
Male	141	138	97.87	27.54
Female	106	104	98.11	41.35
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	238	234	98.32	32.91
White	--	--	--	--
Socioeconomically Disadvantaged	233	228	97.85	32.02
English Learners	143	142	99.30	28.87
Students with Disabilities	43	40	93.02	7.50
Students Receiving Migrant Education Services	21	21	100.00	42.86
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.9	14.9	6.8

* 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	247	242	97.98	22.31
Male	141	138	97.87	24.64
Female	106	104	98.11	19.23
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	238	234	98.32	21.79
White	--	--	--	--
Socioeconomically Disadvantaged	233	228	97.85	20.61
English Learners	143	142	99.3	19.01
Students with Disabilities	42	39	92.86	10.26
Students Receiving Migrant Education Services	21	21	100	19.05
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 State priority: School Climate (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	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.4	1.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.7	2.6	3.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	25	25	1	1		3	3	4			
1	27	27	26				3	3	2			
2	27	23	26				3	3	3			
3	27	24	23			1	2	3	3			
4	29	27	29				2	2	2	1		
5	30	27	29				2	3	3	1		
Other		24	13			1		1				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Our professional development plan is based on the California Common Core Standards. We began training our staff in 2013 and have continued our training using strategies such as 'close reading' and iReady's computer-based program. This year's focus is on teachers developing academic discourse in the all subject areas.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,923	\$49,512
Mid-Range Teacher Salary	\$80,506	\$77,880
Highest Teacher Salary	\$105,611	\$96,387
Average Principal Salary (ES)	\$119,859	\$123,139
Average Principal Salary (MS)	\$125,277	\$129,919
Average Principal Salary (HS)	\$145,806	\$140,111
Superintendent Salary	\$257,268	\$238,324
Percent of District Budget		
Teacher Salaries	37.0	36.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11162.01	2526.92	8635.09	86075.37
District	◆	◆	8958.82	85,790.09
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-3.7	0.9
Percent Difference: School Site/ State			19.2	7.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

DataQuest

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

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.