

Earl E. Edmondson Elementary School

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

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<http://www.edmondson elementary.org>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Norwalk-La Mirada Unified

School District

12820 Pioneer Blvd
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www.nlmusd.org

District Governing Board

Jude Cazares

Board President

Jesse Urquidi

Board Vice President

Darryl R. Adams Member

Board Member

Ana Valencia

Board Member

Karen Morrison Member

Board Member

Chris Pflanzner Member

Board Member

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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 Elementary is the proud home of the mighty eagles, where we offer a rigorous and highly academic curriculum along with social emotional learning, to prepare our students (the whole child) for a successful future as a life-long learner. All of our teachers are AVID trained, enhancing our instruction using WICOR across all content areas, in alignment with our district's focus areas of literacy, math, and college & career readiness. We are also proud to be one of only two elementary schools within Norwalk-La Mirada Unified School District that offers a specialized Dual Language Immersion Program. Our DLI 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, receiving 90 percent of instruction in Spanish and 10 percent of instruction in English. By fifth grade the instruction is 50-50, both English and Spanish. 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. Our TK students attend school all day, with the help of a para-educator and a highly qualified teacher.

We believe in the power of Collaborative Collective Efficacy. Our grade-level teams engage in weekly professional learning communities (PLCs) to use the cycle of inquiry to monitor students' academic progress in service of student achievement. We have several teacher teams and support staff that help to build capacity across our school. We have a Site Leadership Team/AVID Site Team, who receive district training and assist the Principal with planning and facilitation of professional development sessions for teachers and staff. We have an English Learner Team, who also receive district training that is then shared with all staff during professional development sessions to improve our efforts in meeting our English Learner needs. We have a District Teacher-on-Special-Assignment 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. This staff member is part of our Site Intervention Team, which also includes a general education teacher, our SPED Resource Specialist (RSP) teacher, our Speech teacher, our Student Support Specialist (ESSS), and administrator. A feature that also makes our school special was the hiring of four Reading/Math tutors to help support our teachers during our intervention time for all grades, TK - 5th. Based on student need, we provide intervention in both English and Spanish, adding a bilingual component to our previous RTI intervention program.

Technology is the key to our students' future. Therefore, we hired a full-time Media Tech. to integrate technology throughout a student's day. Our tech menu includes, but is not limited to, iReady and Accelerated Reader (English & Spanish), iStation for K-2, Notability, and Coding & Robotics. On top of that we created two computer labs--- a Mac lab full of iMacs and Mac Minis, as well as a PC-based lab with Dell computers. In addition, we have added a TK-5 music program as well as a visual arts program called "Meet The Masters."

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, and 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	71
Grade 2	71
Grade 3	77
Grade 4	82
Grade 5	86
Total Enrollment	463

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	1.1
Filipino	1.1
Hispanic or Latino	94
White	1.1
Two or More Races	0.2
Socioeconomically Disadvantaged	95
English Learners	50.1
Students with Disabilities	15.1
Foster Youth	0.6
Homeless	13.8

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 for Earl E. Edmondson	17-18	18-19	19-20
With Full Credential	19	23	22
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Norwalk-La Mirada	17-18	18-19	19-20
With Full Credential	♦	♦	890
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Earl E. Edmondson Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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: 2019- September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-1 English-language Arts: Benchmark Advanced- My Shared Readings, adopted 2017 Grades 2-5 English-language Arts: Benchmark Advanced- Texts for Close Reading, adopted 2017 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: Mystery Science Inc - Mystery Science, adopted 2019 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: Studies Weekly Inc – Studies Weekly CA Ed, adopted 2019 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	33	35	46	47	50	50
Math	22	21	32	35	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.9	47.3	10.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	248	248	100.00	35.48
Male	143	143	100.00	34.27
Female	105	105	100.00	37.14
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	233	233	100.00	35.19
White	--	--	--	--
Socioeconomically Disadvantaged	232	232	100.00	35.34
English Learners	154	154	100.00	31.82
Students with Disabilities	47	47	100.00	12.77
Students Receiving Migrant Education Services	17	17	100.00	47.06
Foster Youth	--	--	--	--
Homeless	108	108	100.00	0.00

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.

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 2018-19 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	248	248	100.00	20.97
Male	143	143	100.00	20.98
Female	105	105	100.00	20.95
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	233	233	100.00	20.17
White	--	--	--	--
Socioeconomically Disadvantaged	232	232	100.00	20.26
English Learners	154	154	100.00	18.18
Students with Disabilities	47	47	100.00	4.26
Students Receiving Migrant Education Services	17	17	100.00	17.65
Foster Youth	--	--	--	--
Homeless	108	108	100.00	0.00

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 2019-20)

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 i-Ready.

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 CAASPP testing. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	1.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.7	3.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	1.0
Other	1.0

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25	1	3		25		4		21	1	3	
1	27		3		26		2		24		2	
2	23		3		26		3		24		3	
3	24		3		23	1	3		25		3	
4	27		2		29		2		26		3	
5	27		3		29		3		23	1	3	
Other**	24		1		13	1						

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	18	18

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 i-Ready's computer-based program. This year's focus is on teachers developing academic discourse in the all subject areas.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,733	\$51,374
Mid-Range Teacher Salary	\$81,762	\$80,151
Highest Teacher Salary	\$107,259	\$100,143
Average Principal Salary (ES)	\$135,001	\$126,896
Average Principal Salary (MS)	\$153,836	\$133,668
Average Principal Salary (HS)	\$139,258	\$143,746
Superintendent Salary	\$269,120	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12374.63	3556.69	8817.94	90390.46
District	N/A	N/A	9174.34	\$88,239.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.0	2.4
School Site/ State	16.1	9.7

Note: Cells with N/A values 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.

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.