

Gardenhill Elementary School

14607 E. Gardenhill Drive • La Mirada, CA 90638 • (562) 944-6128 • Grades K-5

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



Norwalk-La Mirada Unified

School District

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District Governing Board

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Board President

Jesse Urquidi

Board Vice President

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Chris Pflanzler Board Member

Karen Morrison Member

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District Administration

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Superintendent

Dr. Patricio Vargas
Assistant Superintendent -
Educational Services

Estuardo Santillan
Assistant Superintendent, Business
Services

John Lopez
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 2018–2019, our staff continued to work 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 writing materials for our classrooms to help students prepare for the Common Core Standards. Our students also learned new strategies for how to structure their writing in order to become successful authors. Another special event at Gardenhill is our “PE with the Principal” program. Teachers acknowledge students for demonstrating the monthly character trait and students engage in physical activities with their peers and the principal. 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 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.” We will be deeply focused on math in 2018-2019 school year, participating in the data cycle and diving into Cognitively Guided Instruction (CGI) practices. Students are challenged to communicate, collaborate, create, and think critically about all subject areas.

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. All students, K-5, participate in a minimum of two Project Lead the Way Modules, that focuses on engineering practices and the scientific model.

One of the programs we are very proud of at Gardenhill is our intervention program. 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, chrome books, 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. Additionally, we added apple TV's and monitors in all classrooms to enhance the work that students are looking at, creating, and sharing with their peers.

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	111
Grade 1	119
Grade 2	120
Grade 3	123
Grade 4	122
Grade 5	141
Total Enrollment	736

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.3
Asian	6.8
Filipino	2
Hispanic or Latino	58.8
Native Hawaiian or Pacific Islander	0.4
White	22.7
Two or More Races	3.4
Socioeconomically Disadvantaged	50.3
English Learners	7.1
Students with Disabilities	8.7
Homeless	11.8

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 Gardenhill Elementary	17-18	18-19	19-20
With Full Credential	31	34	34
Without Full Credential	0	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 Gardenhill 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)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/24/2012

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		

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	74	74	46	47	50	50
Math	63	65	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	22.1	22.9	12.9

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	383	380	99.22	73.68
Male	189	186	98.41	69.89
Female	194	194	100.00	77.32
Black or African American	11	11	100.00	72.73
American Indian or Alaska Native	--	--	--	--
Asian	20	19	95.00	89.47
Filipino	--	--	--	--
Hispanic or Latino	230	229	99.57	67.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	93	92	98.92	80.43
Two or More Races	15	15	100.00	80.00
Socioeconomically Disadvantaged	194	194	100.00	64.95
English Learners	31	30	96.77	53.33
Students with Disabilities	38	37	97.37	67.57
Students Receiving Migrant Education Services	--	--	--	--
Homeless	115	115	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	383	380	99.22	65.26
Male	189	186	98.41	66.13
Female	194	194	100.00	64.43
Black or African American	11	11	100.00	72.73
American Indian or Alaska Native	--	--	--	--
Asian	20	19	95.00	89.47
Filipino	--	--	--	--
Hispanic or Latino	230	229	99.57	60.70
Native Hawaiian or Pacific Islander	--	--	--	--
White	93	92	98.92	65.22
Two or More Races	15	15	100.00	73.33
Socioeconomically Disadvantaged	194	194	100.00	55.67
English Learners	31	30	96.77	53.33
Students with Disabilities	38	37	97.37	54.05
Students Receiving Migrant Education Services	--	--	--	--
Homeless	115	115	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)

We have many ways for parents to participate in the life of our school, and we depend on our 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, where they work with administration and staff 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 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 Crystal Gonzales, 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 State priority: School Climate (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, respectful, and responsible behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school through the front door and sign in at the office, 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 on our school website and keep copies in the office for parents. We share the plan with all staff during a school-wide staff meeting, and review throughout the year for updates or needs that may arise, and it is approved using input from our advisory committees. We practice fire drills monthly; lockdown drills three times a year, and an earthquake drill during the Great Shakeout once a year. We have a storage bin that houses school-wide disaster supplies, and each classroom has a backpack that holds emergency supplies.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.0	0.1
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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.9
Resource Specialist (non-teaching)	2.0
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	26		5		25		5		21	1	4	
1	27		4		25		4		23		5	
2	26		4		26		5		24		5	
3	26		6		24		5		25		5	
4	31		4		33			4	33		1	2
5	30		5		31		4	1	33		2	3
Other**												

*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

Wednesday afternoons are a busy time at Gardenhill Elementary School, and it is on our Wednesday shortened 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. Gardenhill teachers have spent many hours unpacking the Common Core 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), Benchmark Advance ELA curriculum, writing materials (Lucy Calkin's Writing Units, and foundational K - 2 phonics materials). To ensure Gardenhill students are meeting grade level essential standards, Gardenhill grade level teams also meet every other 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 the Project Lead the Way (PLTW) Launch curriculum. 11 teachers were trained in the past in San Diego as PLTW lead teachers. Building level training took place with all K - 5 teachers, and we continue to develop our knowledge on project-based learning during the year and in the Next Generation Science Standards. Grades K - 5 will have a minimum of two STEM modules this year. As you can see, Gardenhill values staff development, and we believe in learning and growing as professionals.

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	11260.12	2751.35	8508.78	94859.33
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	-7.5	7.2
School Site/ State	12.5	14.5

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.

Types of Services Funded

Gardenhill implements daily interventions in the Master Schedule to assist and support students. To help analyze student reading levels, teachers in grades K - 2 are provided a substitute teacher two times during the year to perform Developmental Reading Assessments (DRAs) on each student. This information is useful during our intervention component of the day. Technology programs which support our students in Reading and Language Arts include "Moby Max," "i-Ready" and "Scholastic Reading Counts" for Grades 3 - 5 and "RAZ Kids," "i-Ready," and "Reading Eggs" for K - 2. 12 Sessions of after school tutoring is also offered for our struggling EL students, Low SES students, and Foster Children by our Intervention Teacher. Finally, Gardenhill has chosen to implement Project Lead the Way, a STEM program, that integrates Science, Technology, Engineering and Mathematics in grades K-5. We feel it is important to be pioneers with the Next Generation Science Standards and to provide all students (especially girls) the opportunities to be scientists and engineers.

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.