



D. D. Johnston Elementary School

13421 S. Fairford Ave. • Norwalk, CA 90650 • (562) 864-2508 • Grades K-5

Veronica Lizardi, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Norwalk-La Mirada Unified School District

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District Governing Board

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

District Administration

- Dr. Ruth Perez
Superintendent
- Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
- Estuardo Santillan
**Assistant Superintendent, Business
Services**
- Wayne Shannon
**Assistant Superintendent, Human
Resources**

School Description

Welcome to D.D. Johnston Elementary School, where we focus on Building Great Character One Pillar At A Time. In the last five years, our school has shown an increase of 112 points in our API (Academic Performance Index) score. Currently, there is no state testing results due to the transition from the CST to the SBAC assessment. But nevertheless, this achievement is evidence of the intervention program we provide for all students K-5th grade. Our program is called ExCEL, which stands for Excellence: A Commitment to Every Learner. Students are assessed on a consistent basis and parents are provided progress reports on a regular basis. Students Kindergarten through 5th grade take a diagnostic assessment at least twice a year (Kindergarten) and three times (1st through 5th grade). D.D. Johnston Elementary supports our districtwide literacy initiative and teachers collaborate to provide our students the best instruction possible. Our School Site Council (SSC) provides resources to support this initiative. We also provide students the opportunity to many online resources at no cost to our families. Students have free access to an online academic support computer program (iREADY) in ELA and Math both at school and at home. Students are awarded points and can earn an award each month for attaining the most points.

Our school's motto is Building Great Character One Pillar At A Time. We enrich our students with education in the Six Pillar of Character, which include Trustworthiness, Respect, Responsibility, Caring, Fairness, and Citizenship. Each month, we focus on a pillar and discuss it in assemblies, classrooms, and Student of the Month awards. In addition, we are a Playworks school. We have a full-time coach that teaches all of our students the Power of Play.

Here at Johnston, our community is very important to us. We keep our parents informed of their child's progress through our schoolwide report cards. We include important information on our website and send flyers and calendars/events through our Thursday Folders. Every Friday, parents are welcomed to have lunch with their child during their regular lunch period.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (562) 864-2508.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	72
Gr. 1	68
Gr. 2	77
Gr. 3	69
Gr. 4	75
Gr. 5	70
Total	431

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	1.9
Filipino	1.2
Hispanic or Latino	87.9
Native Hawaiian/Pacific Islander	0.9
White	3.5
Two or More Races	1.2
Socioeconomically Disadvantaged	92.6
English Learners	32.3
Students with Disabilities	13.5

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			
D. D. Johnston Elementary School	12-13	13-14	14-15
Fully Credentialed	15	17	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
D. D. Johnston Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	93.95	6.05
High-Poverty Schools	93.90	6.10
Low-Poverty Schools	95.05	4.95

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	67	71	81	53	56	55	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	56	51	51	52	54	54	54	56	55
Math	61	60	67	46	47	48	49	50	50
HSS				41	41	44	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	4	6
Similar Schools	8	6	9

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

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	29.6	22.5	4.2

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	55
All Student at the School	81
Male	85
Female	75
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	80
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	78
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	16	-17	27
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	8	-15	29
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	8	-14	30
English Learners	38	-32	5
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council, which works with administration to help make financial decisions. Parents of English learners are vital to our ELAC and to our outreach efforts. Parent volunteers help with special projects in the classroom and chaperone on field trips. The PTA sponsors annual fund-raisers and has raised funds to purchase two playground structures and playground benches and tables. We invite all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November and March. Our school uses the Connect Ed communication system to notify families of important school events. We always need new volunteers!

In addition, we are always looking for ways to enhance our parental involvement program. Annually, our parents are provided a survey where they can inform us on specific areas. This information is important to us and we take great pride in our results.

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

Staff monitors the school grounds for 15 minutes before and after school as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. A schoolwide assembly to review school rules and conduct is presented twice a year (September and January). Visitors must enter the school through the main gate after being buzzed in for clearance 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; it was last revised on November 2013. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site and keep copies in the office for parents. We share the plan with all staff during a schoolwide staff meeting. We conduct monthly schoolwide and districtwide drills three times a year. In addition we hold an annual training for staff on emergency preparedness. In addition, the school has a safety committee that is comprised of staff and parents in order to update the plan.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.4	1.9	0.9
Expulsions Rate	0	0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5	5.7	3.6
Expulsions Rate	0.1	0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	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		94.1

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	24.5	18	18	0	2	2	2	2	2	0		
Gr. 1	25.7	19	17	0	2	2	3	2	2	0		
Gr. 2	27	17	19	0	2	2	3	2	2	0		
Gr. 3	22.7	17	17	1	2	2	2	2	2	0		
Gr. 4	32.5	18	25	0	2	1	1	2		1		2
Gr. 5	27.3	21	23	1	2	1	3	2	2	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,764	\$41,318
Mid-Range Teacher Salary	\$69,406	\$65,615
Highest Teacher Salary	\$91,049	\$84,981
Average Principal Salary (ES)	\$117,028	\$107,624
Average Principal Salary (MS)	\$120,045	\$112,817
Average Principal Salary (HS)	\$120,189	\$121,455
Superintendent Salary	\$205,000	\$206,292
Percent of District Budget		
Teacher Salaries	39	40
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8965.16	3198.63	5766.53	78014.25
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-4.8	7.0
Percent Difference: School Site/ State			23.0	12.5

Types of Services Funded at D. D. Johnston Elementary School

Professional Development provided for Teachers at D. D. Johnston Elementary School

Professional Development

On-site Professional Development:

Every first and third Wednesday of the month, teachers are provided professional development in the areas of instruction, assessment, and collaborative culture. On-site professional development is mirrored to the district plan for instruction and assessment.

A minimum of one day a month, instructional support staff collaborates with the principal to ensure they are clear on the expectations and their role in supporting student achievement.

Off-site Professional Development:

The school district provides ongoing professional development at the District to teachers. This PD is provided to support teachers with the implementation of district wide initiatives.

Teachers and administrator attend conferences that support the growth in Professional Learning Communities and Interventions.