



John Dolland Elementary

15021 S. Bloomfield Ave. • Norwalk, CA 90650 • (562) 921-9934 • Grades K-5

Lorena Sierra, 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

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Jesse Urquidi Board Vice President
Darryl R. Adams Board Member
Karen Morrison Board Member
Chris Pflanzler Board Member
Sean M. Reagan Board Member
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District Administration

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

School Description

John Dolland Elementary School is making great progress working toward achieving our academic goals of having proficient readers and well-rounded students. In 2013-2014, our teachers began the transition to common core with effective reading strategies assisted by our district literacy coach. Teachers also developed strategies to teach and increase a deeper understanding of higher level math concepts. Our school offers a choice between programs in English only or in English and Spanish, and students in both programs are developing into better readers and mathematicians. Improved English skills help our students improve in all content areas.

We offer a variety of continuous programs at our school. We provide medical services, including vision testing, hearing testing, and immunizations, as well as dental assistance to families through Health on Wheels. We also have a Bilingual Liaison of Community Affairs who helps connect students with individual and group counseling at the school site and family counseling and parenting classes (in English and Spanish). We have partnerships with affiliate agencies to provide more extended counseling and intervention support when needed.

In addition to our programs, our staff and families were also involved with various activities throughout the year. We took part in a Dr. Seuss Day celebration and Red Ribbon Week. Our students regularly do science experiments, resulting in still higher science scores on the state test for fifth grade. Dolland students also participated in monthly school wide Character Education program. All of our students in grades 2nd through 5th participate in our schoolwide math fact contest and annual spelling bee! Finally, all students experienced the satisfaction of collecting their own books three times throughout the year as our Reading is Fundamental Grant supplied free books for our children. Our staff was happy that all these efforts resulted in maintaining our Academic Performance Index (API) over 800.

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) 921-9934.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	82
Gr. 1	101
Gr. 2	100
Gr. 3	104
Gr. 4	93
Gr. 5	111
Total	591

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.0
Asian	1.2
Filipino	1.4
Hispanic or Latino	92.0
Native Hawaiian/Pacific Islander	0.5
White	3.6
Two or More Races	0.3
Socioeconomically Disadvantaged	92.0
English Learners	40.1
Students with Disabilities	11.8

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			
John Dolland Elementary	12-13	13-14	14-15
Fully Credentialed	23	22	26
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			
John Dolland 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
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA
<p>Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014
<p>Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008
<p>History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	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	63	60	60	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	53	55	55	52	54	54	54	56	55
Math	61	64	64	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	5	6	5
Similar Schools	9	8	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	16.5	15.6	16.5

* 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	60
Male	57
Female	62
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	60
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	60
English Learners	23
Students with Disabilities	45
Students Receiving Migrant Education Services	75

* 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	6	15	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	13	13	-11
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	15	17	-10
English Learners	11	3	-1
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

Parents are invited to participate in the School Site Council, which works with administration to help make decisions pertaining to our students' welfare and school improvement. They are also invited to participate in the Parent Teacher Association, the English Language Advisory Committee (ELAC), Title I Parent Meetings, and to serve as classroom volunteers, field trip chaperones, and mentors. Dolland also offers parent classes in English, civics, parenting; our teachers present workshops for parents to support their students' achievement during the year. Parents also are recognized in our weekly newsletters for their child's perfect attendance each month as well as their child's participation in our monthly collection of books read and recorded on Book It lists.

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

Supervision aides monitor the school grounds for 30 minutes before and after school as well as at all recesses and lunchtimes. Teachers regularly review the rules with their students for safe, responsible behavior in school and on the playground. At the beginning of the school year and again in January, assemblies were held for each grade level to establish the school-wide rules and rewards system. We have a closed campus that is fully fenced. Visitors must enter the school through the main office entry door and sign in and out at the office, where they receive an apple sticker marked "Visitor" to wear throughout their stay.

We revise our School Safety Plan annually; it was last revised in November 2013 and we are collaborating with the school district to align our safety plan and make it uniform across the district. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available to all staff and keep copies in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice either a fire drill each month and participate in a district-wide disaster drill once a year.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.8	0.3	0.3
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	2011-2012	2009-2010
Year in Program Improvement	Year 3	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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.3
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
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.	26.7	18	27	0	2		3	3	3	0		
Gr. 1	28.3	20	20	0	2	2	4	2	3	0	1	
Gr. 2	25.3	21	20	1	2	2	5	3	3	0		
Gr. 3	24	18	21	1	3	1	3	2	4	0		
Gr. 4	29.4	22	23	0	1	1	5	4	3	0		
Gr. 5	30.8	23	28	0	1	1	2	4		2		3

* 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	8957.99	3039.44	5918.54	75474.52
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-2.3	3.6
Percent Difference: School Site/ State			26.2	8.8

Types of Services Funded at John Dolland Elementary

Professional Development provided for Teachers at John Dolland Elementary

In 2013-14, our major focus area for staff development was to support the transition into common core. Teachers received extensive training on recommended common core strategies such as close reading in ELA and launch, explore, summarize in Math. This focus was selected based on the need to build clear understanding and build rationale for the statewide transition. This focus was to ensure that all teachers were well prepared for the coming year as they embarked into full common core implementation. These training consisted of bi-monthly professional development sessions on minimum days in addition to full day grade level team planning days. Individual teachers received mentoring and coaching by the Principal and district's common core coaches to support the implementation of new common core curriculum and strategies. These strategies were also modeled by the coaches and principal to support implementation. To support teacher practice and implementation of these strategies, in class coaching and grade level team planning was utilized. In addition, during professional development days, student data results from iReady and other common formative assessment results were analyzed to determine next steps in professional development opportunities.