



John Foster Dulles Elementary School

12726 Meadow Green Road • La Mirada, CA 90638 • (562) 943-6734 • Grades K-5

Robin Padget, Principal
rpadget@nlmusd.org

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



Norwalk-La Mirada Unified School District

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

District Governing Board

- Margarita L. Rios Board President
- Jesse Urquidi Board Vice President
- Darryl R. Adams Board Member
- Karen Morrison Board Member
- Chris Pflanzner 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

John Foster Dulles Elementary School is described as the “hidden gem” of the Norwalk La Mirada Unified School District. Nestled in a lovely suburban neighborhood in La Mirada, California, Dulles was built in 1960 and still showcases the original brick siding.

Our school grounds are some of the prettiest in La Mirada with big beautiful trees, a garden full of flowers planted by our students, and a well-maintained inviting playground.

Dulles Elementary School is an exceptional place where all children have the opportunity to grow socially, emotionally, and academically in a safe and positive learning environment.

Dulles was honored with the distinction of California Distinguished School in 2014! Because of our outstanding student achievement, incredible dedicated teachers and second-to-none parent involvement, Dulles Elementary earned this award signifying that we are one of the best in the state. Our school was chosen for this honor because of our Signature Practices in Reading and Math instruction. All of our teachers, at every grade level, utilize research-based Balanced Literacy throughout their reading lessons in order to maximize student learning. They incorporate them in their reading lessons on a daily basis. With this work being faithfully implemented in every class at every level, all Dulles students receive the benefits of this specialized and effective instruction. They focus on not only teaching our students how to read but also how to transfer these skills when they encounter a difficult text independently.

Dulles teachers are dedicated and genuinely care about our students’. In addition to providing a rigorous academic setting, our teachers also concentrate their efforts to ensure that our students are good communicators, are great thinkers, and are respectful of others.

All staff members are involved in creating a very caring learning climate at Dulles Elementary.

Our classrooms are print-rich environments that create a warm and welcoming place that supports student success.

Our school has established clear performance standards aligned with state content standards and sets high-level expectations for all students.

These efforts are supported by instructional leadership from our site and district, as well as training in research-based instructional strategies.

At Dulles Elementary School, our students’ individual needs are given the highest priority.

During math, our teachers challenge the students to critically think about the processes of each concept, using Cognitively Guided Instruction (CGI), a research-based instructional math program. With CGI, students not only learn how to solve mathematical problems, they are expected to explain their reasoning as they completed the work. As a teacher sees that a group of students are struggling with a concept, they will pull that group together for a small group lesson to reinforce the concept and address specific issues that the students are experiencing.

Over time, our teachers have become more comfortable and adept at making technology a more integrated part of our students’ learning experience.

All classrooms have a laptop computer, document camera, LCD projector and at least 10 iPads. Our staff is dedicated to maintaining a strong commitment to using technology, which has a great connection to increasing math scores.

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) 943-6734.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	53
Gr. 1	38
Gr. 2	34
Gr. 3	42
Gr. 4	36
Gr. 5	68
Total	271

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.0
Asian	2.6
Filipino	2.2
Hispanic or Latino	63.5
Native Hawaiian/Pacific Islander	0.0
White	26.6
Two or More Races	2.2
Socioeconomically Disadvantaged	49.1
English Learners	12.2
Students with Disabilities	17.3

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 Foster Dulles Elementary School	12-13	13-14	14-15
Fully Credentialed	11	13	12
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 Foster Dulles 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	72	70	49	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	61	54	57	52	54	54	54	56	55
Math	69	69	71	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	7	6	7
Similar Schools	5	2	4

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

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	10.9	18.8	28.1

* 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	49	
Male	52	
Female	46	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	46	
Native Hawaiian/Pacific Islander		
White	57	
Two or More Races		
Socioeconomically Disadvantaged	42	
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	-6	-21	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-19	-11	9
Native Hawaiian/Pacific Islander			
White	8	-22	
Two or More Races			
Socioeconomically Disadvantaged	28	-13	46
English Learners			
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

Dulles' small school setting and generous parent involvement create a tight-knit community atmosphere. Dulles' staff and parents are dedicated to providing enrichment programs and events to promote school spirit and foster a positive school climate. Our students work together with PTA throughout the school year to plant and maintain Dulles' school garden, which greets them every day as they enter the school grounds. Through the generosity of our PTA, Dulles students enjoy a yearlong Meet the Masters art program, field trips, assemblies, and Read Across America events. PTA enhances our school community and brings the school, parents and students together with an annual Spring Fling carnival, student performance programs as well as a school-wide Family BBQ in June. Our collaborative school events also highlight our students' achievements and talents with award assemblies and talent shows. Our PTA parents volunteer more than 7,000 hours per year at Dulles! They are truly a vital part of our school community.

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. We have a closed campus that is fully fenced. During the school day, visitors must enter the school through the office door and sign in with the secretary, where they receive a special badge to wear throughout their stay. District employees wear a district badge with their picture on it.

We revise our School Safety Plan annually. It was last revised in August 2014. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available in the office for parents, and we share the plan with all staff during a school wide staff meeting. We practice fire drills ten times a year and earthquake and lockdown drills three times a year. Trainings for staff on emergency preparedness take place at the beginning of the year and throughout the year as needed.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	.03	0.4	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
First Year of Program Improvement		2009-2010
Year in Program Improvement		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)	
Psychologist	
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.	25	18	18	0	1	1	1	1	2	0		
Gr. 1	25.5	16	13	0	1	2	2	1	1	0		
Gr. 2	26	21	11	0	1	2	2	1	1	0		
Gr. 3	28	17	14	0	1	2	2	1	1	0		
Gr. 4	18	29	18	1		1	2	1	1	0	1	
Gr. 5	28	21	23	0	1	1	1		2	0	1	

* 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	8120.89	2065.01	6055.88	77677.40
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			0.0	6.6
Percent Difference: School Site/ State			29.1	12.0

Types of Services Funded at John Foster Dulles Elementary School

Professional Development provided for Teachers at John Foster Dulles Elementary School