



D. D. Johnston Elementary School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Norwalk-La Mirada Unified School District

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**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 6 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

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 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/>.
- 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/guardians and community members should contact the school at (562) 864-2508 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	57
Grade 1	74
Grade 2	61
Grade 3	73
Grade 4	66
Grade 5	72
Total Enrollment	403

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3
Asian	1.7
Filipino	1.2
Hispanic or Latino	86.8
Native Hawaiian or Pacific Islander	1
White	4.5
Two or More Races	0.5
Socioeconomically Disadvantaged	87.3
English Learners	30.8
Students with Disabilities	13.9
Foster Youth	1.2

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	13-14	14-15	15-16
With Full Credential	17	17	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
D. D. Johnston Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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

2014-15 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	100.0	0.0
Districtwide		
All Schools	94.2	5.8
High-Poverty Schools	93.9	6.1
Low-Poverty Schools	99.1	0.9

* 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 2015-16)

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: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA 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: Macmillan/McGraw Hill – Science, adopted 2008 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: Pearson Scott Foresman – History, adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall Rating: 98.59% - Good

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 02/08/2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100%
Interior: Interior Surfaces	X			100%
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			91.67%
Electrical: Electrical	X			100%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			100%
Safety: Fire Safety, Hazardous Materials	X			97.06%
Structural: Structural Damage, Roofs	X			100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100%
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	24	43	44
Math	13	25	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	71	81	61	55	54	52	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.10	17.60	25.00

* 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.

2014-15 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	52
All Student at the School	61
Male	56
Female	68
Black or African American	--
Asian	--
Hispanic or Latino	59
Native Hawaiian or Pacific	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	58
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	71	69	97.2	41	25	25	10
	4	72	71	98.6	59	25	10	6
	5	69	68	98.6	50	29	13	7
Male	3		39	54.9	49	21	18	13
	4		32	44.4	69	22	3	6
	5		41	59.4	56	27	12	5
Female	3		30	42.3	30	30	33	7
	4		39	54.2	51	28	15	5
	5		27	39.1	41	33	15	11
Black or African American	3		2	2.8	--	--	--	--
	4		1	1.4	--	--	--	--
	5		4	5.8	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		1	1.4	--	--	--	--
	4		1	1.4	--	--	--	--
	5		2	2.9	--	--	--	--
Filipino	3		1	1.4	--	--	--	--
	4		0	0.0	--	--	--	--
Hispanic or Latino	3		62	87.3	44	26	23	8
	4		64	88.9	56	27	11	6
	5		57	82.6	53	30	11	7
Native Hawaiian or Pacific Islander	4		1	1.4	--	--	--	--
	5		1	1.4	--	--	--	--
White	3		3	4.2	--	--	--	--
	4		3	4.2	--	--	--	--
	5		4	5.8	--	--	--	--
Socioeconomically Disadvantaged	3		57	80.3	44	23	26	7
	4		64	88.9	58	25	11	6
	5		57	82.6	49	32	16	4
English Learners	3		15	21.1	53	33	13	0
	4		21	29.2	71	29	0	0
	5		11	15.9	82	18	0	0
Students with Disabilities	3		9	12.7	--	--	--	--
	4		12	16.7	92	8	0	0
	5		11	15.9	82	0	18	0
Students Receiving Migrant Education Services	3		3	4.2	--	--	--	--
	4		3	4.2	--	--	--	--
	5		5	7.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	71	69	97.2	49	29	16	3
	4	72	71	98.6	39	46	10	1
	5	69	67	97.1	63	27	7	1
Male	3		39	54.9	46	28	15	5
	4		32	44.4	44	41	9	0
	5		40	58.0	63	25	8	3
Female	3		30	42.3	53	30	17	0
	4		39	54.2	36	51	10	3
	5		27	39.1	63	30	7	0
Black or African American	3		2	2.8	--	--	--	--
	4		1	1.4	--	--	--	--
	5		4	5.8	--	--	--	--
Asian	3		1	1.4	--	--	--	--
	4		1	1.4	--	--	--	--
	5		2	2.9	--	--	--	--
Filipino	3		1	1.4	--	--	--	--
	4		0	0.0	--	--	--	--
Hispanic or Latino	3		62	87.3	52	29	16	2
	4		64	88.9	38	48	9	2
	5		56	81.2	64	29	5	2
Native Hawaiian or Pacific Islander	4		1	1.4	--	--	--	--
	5		1	1.4	--	--	--	--
White	3		3	4.2	--	--	--	--
	4		3	4.2	--	--	--	--
	5		4	5.8	--	--	--	--
Socioeconomically Disadvantaged	3		57	80.3	54	32	12	0
	4		64	88.9	39	47	11	2
	5		57	82.6	63	28	7	0
English Learners	3		15	21.1	60	27	13	0
	4		21	29.2	52	43	5	0
	5		11	15.9	91	9	0	0
Students with Disabilities	3		9	12.7	--	--	--	--
	4		12	16.7	83	8	0	0
	5		11	15.9	82	9	0	0

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	3		3	4.2	--	--	--	--
	4		3	4.2	--	--	--	--
	5		5	7.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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 Blackboard Connect 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 2014. 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	2012-13	2013-14	2014-15
Suspensions Rate	1.90	0.88	3.46
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.72	3.57	2.77
Expulsions Rate	0.03	0.07	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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	88.9	

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	27	23	22		2	1	3	2	2			
1	28	27	23			1	2	2	2			
2	28	29	29				2	2	2			
3	24	27	23				3	3	3			
4	27	36	32				2		2		2	
5	26	25	26	1	1	1	3	2				2
Other	13			1								

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,163	\$43,062
Mid-Range Teacher Salary	\$71,576	\$67,927
Highest Teacher Salary	\$93,898	\$87,811
Average Principal Salary (ES)	\$120,175	\$110,136
Average Principal Salary (MS)	\$119,271	\$115,946
Average Principal Salary (HS)	\$130,092	\$124,865
Superintendent Salary	\$211,406	\$211,869
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	5%

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

Types of Services Funded

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Professional Development provided for Teachers

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	947689	2876.76	6600.13	78,231.35
District	◆	◆	6913.40	\$76,984
State	◆	◆	\$5,348	\$71,529
Percent Difference: School Site/District			-4.5	1.6
Percent Difference: School Site/ State			23.4	9.4

* Cells with ◆ do not require data.