John Foster Dulles Elementary School

12726 Meadow Green Road • La Mirada, CA 90638 • (562) 943-6734 • Grades TK-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, Business Services

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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 distinctions of California Distinguished School and the Campaign for Business and Education Excellence Honor Roll 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 nurturing and challenging 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 12 iPads. We also have more than 60 Chromebooks that are utilized regularly. Our students use our computer lab on a daily basis to work on targeted reading and math instruction as well learning keyboarding skills. Our staff is dedicated to maintaining a strong commitment to using technology, which has a great connection to increasing reading, writing and math scores.

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) 943-6734 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	67
Grade 1	28
Grade 2	43
Grade 3	41
Grade 4	40
Grade 5	40
Total Enrollment	259

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.5
Asian	2.7
Filipino	2.7
Hispanic or Latino	68.7
White	22.8
Two or More Races	1.2
Socioeconomically Disadvantaged	48.6
English Learners	12
Students with Disabilities	12

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	**13-14**	**14-15**	**15-16**
With Full Credential	13	12	12
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			
John Foster Dulles 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: 2014	
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)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/23/2012				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**

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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.00	21.40	28.60

* 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 for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	District	State
ELA	38	43	44
Math	38	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	69	49	35	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.

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	35
Male	25
Female	45
Filipino	--
Hispanic or Latino	33
White	46
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	39
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	41	40	97.6	25	35	23	10
	4	39	38	97.4	26	34	16	24
	5	42	42	100.0	31	26	36	7
Male	3		22	53.7	36	36	18	5
	4		24	61.5	29	25	17	29
	5		20	47.6	45	30	25	0
Female	3		18	43.9	11	33	28	17
	4		14	35.9	21	50	14	14
	5		22	52.4	18	23	45	14
Black or African American	3		1	2.4	--	--	--	--
Asian	3		1	2.4	--	--	--	--
	4		1	2.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	4		2	5.1	--	--	--	--
	5		1	2.4	--	--	--	--
Hispanic or Latino	3		27	65.9	26	33	26	7
	4		27	69.2	33	37	19	11
	5		27	64.3	30	33	26	11
White	3		11	26.8	27	36	18	9
	4		6	15.4	--	--	--	--
	5		13	31.0	23	15	62	0
Two or More Races	4		1	2.6	--	--	--	--
	5		1	2.4	--	--	--	--
Socioeconomically Disadvantaged	3		23	56.1	30	26	26	4
	4		21	53.8	24	38	19	19
	5		23	54.8	43	26	22	9
English Learners	3		7	17.1	--	--	--	--
	4		4	10.3	--	--	--	--
	5		5	11.9	--	--	--	--
Students with Disabilities	3		7	17.1	--	--	--	--
	4		6	15.4	--	--	--	--
	5		10	23.8	--	--	--	--
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	41	40	97.6	33	30	30	8
	4	39	38	97.4	37	18	24	21
	5	42	42	100.0	45	24	29	2
Male	3		22	53.7	36	27	27	9
	4		24	61.5	25	21	25	29
	5		20	47.6	55	25	15	5

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
Female	3		18	43.9	28	33	33	6
	4		14	35.9	57	14	21	7
	5		22	52.4	36	23	41	0
Black or African American	3		1	2.4	--	--	--	--
Asian	3		1	2.4	--	--	--	--
	4		1	2.6	--	--	--	--
Filipino	4		2	5.1	--	--	--	--
	5		1	2.4	--	--	--	--
Hispanic or Latino	3		27	65.9	30	41	26	4
	4		27	69.2	44	19	26	11
	5		27	64.3	52	15	33	0
White	3		11	26.8	36	9	45	9
	4		6	15.4	--	--	--	--
	5		13	31.0	23	46	23	8
Two or More Races	4		1	2.6	--	--	--	--
	5		1	2.4	--	--	--	--
Socioeconomically Disadvantaged	3		23	56.1	43	35	22	0
	4		21	53.8	43	10	24	24
	5		23	54.8	61	13	26	0
English Learners	3		7	17.1	--	--	--	--
	4		4	10.3	--	--	--	--
	5		5	11.9	--	--	--	--
Students with Disabilities	3		7	17.1	--	--	--	--
	4		6	15.4	--	--	--	--
	5		10	23.8	--	--	--	--
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

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 2015. 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	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	0.36	0.93	0.33
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
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		88.9

Average Class Size and Class Size Distribution (Elementary)													
	Average Class Size			Number of Classrooms*									
				1-20			21-32			33+			
Grade	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	21	23	25	1	1		1	2	3			
1	25	21	21				1	1	1			
2	27	21	27				1	1	1			
3	24	24	18			1	2	2	1			
4	34	30	31					1	2	1		
5	35	25	21		1	1		2		1		1
Other	30	9			1		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)	.5
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.

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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10422.19	3216.48	7205.71	78,981.46
District	♦	♦	6913.40	$76,984
State	♦	♦	$5,348	$71,529
Percent Difference: School Site/District			4.2	2.6
Percent Difference: School Site/ State			34.7	10.4

* Cells with ♦ do not require data.

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.