



John Dolland Elementary

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

Lorena Sierra, Principal

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Norwalk-La Mirada Unified School District

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District Governing Board

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

District Administration

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Superintendent
Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
John Lopez
**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 2015-2016, 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.

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 and 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	118
Grade 1	89
Grade 2	91
Grade 3	102
Grade 4	102
Grade 5	108
Total Enrollment	610

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0
Asian	1.1
Filipino	1.8
Hispanic or Latino	91.3
Native Hawaiian or Pacific Islander	0.3
White	2.3
Two or More Races	0.2
Socioeconomically Disadvantaged	88.5
English Learners	40.3
Students with Disabilities	9.5
Foster Youth	1.5

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			
John Dolland Elementary	14-15	15-16	16-17
With Full Credential	26	26	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1013
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John Dolland Elementary	14-15	15-16	16-17
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

2015-16 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	95.7	4.4
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	100.0	0.0

* 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 2016-17)

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: 10/26/2012				
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
		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	41	41	43	46	44	48
Math	26	35	25	29	34	36

* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	59	65	54	54	52	47	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20	21.9	21

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	106	106	100.0	53.8
Male	53	53	100.0	54.7
Female	53	53	100.0	52.8
Hispanic or Latino	98	98	100.0	52.0
Socioeconomically Disadvantaged	91	91	100.0	50.6
English Learners	29	29	100.0	34.5
Students with Disabilities	24	24	100.0	20.8
Students Receiving Migrant Education Services	12	12	100.0	75.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	3	100	100	100.0	35.0
	4	97	97	100.0	41.2
	5	106	106	100.0	46.2
Male	3	57	57	100.0	31.6
	4	58	58	100.0	34.5
	5	53	53	100.0	37.7
Female	3	43	43	100.0	39.5
	4	39	39	100.0	51.3
	5	53	53	100.0	54.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	5	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	3	92	92	100.0	37.0
	4	88	88	100.0	42.0
	5	98	98	100.0	44.9
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	5	--	--	--	--
Socioeconomically Disadvantaged	3	89	89	100.0	37.1
	4	92	92	100.0	40.2
	5	91	91	100.0	44.0
English Learners	3	45	45	100.0	33.3
	4	44	44	100.0	36.4
	5	29	29	100.0	34.5
Students with Disabilities	3	13	13	100.0	15.4
	4	11	11	100.0	9.1
	5	24	24	100.0	16.7
Students Receiving Migrant Education Services	3	12	12	100.0	50.0
	4	13	13	100.0	69.2
	5	12	12	100.0	75.0

School Year 2015-16 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 Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2015-16 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 Met or Exceeded
All Students	3	100	100	100.0	38.0
	4	97	97	100.0	34.0
	5	106	106	100.0	32.1
Male	3	57	57	100.0	49.1
	4	58	58	100.0	31.0
	5	53	53	100.0	34.0
Female	3	43	43	100.0	23.3
	4	39	39	100.0	38.5
	5	53	53	100.0	30.2
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	5	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	3	92	92	100.0	40.2
	4	88	88	100.0	34.1
	5	98	98	100.0	29.6
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	5	--	--	--	--

School Year 2015-16 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 Met or Exceeded
Socioeconomically Disadvantaged	3	89	89	100.0	38.2
	4	92	92	100.0	33.7
	5	91	91	100.0	30.8
English Learners	3	45	45	100.0	35.6
	4	44	44	100.0	25.0
	5	29	29	100.0	24.1
Students with Disabilities	3	13	13	100.0	7.7
	4	11	11	100.0	18.2
	5	24	24	100.0	16.7
Students Receiving Migrant Education Services	3	12	12	100.0	66.7
	4	13	13	100.0	30.8
	5	12	12	100.0	50.0
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received 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 (School Year 2016-17)

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.

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, 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	2013-14	2014-15	2015-16
Suspensions Rate	0.3	0.3	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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 4	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	88.9	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	25	25		1	1	3	4	4			
1	29	29	29				3	3	3			
2	28	29	29				4	3	3			
3	22	28	28	1			4	4	4			
4	29	27	27		1	1	3	3	3			
5	29	25	25	1	1	1		3	3	3		

Professional Development provided for Teachers

In 2015-16, 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,010	\$44,958
Mid-Range Teacher Salary	\$74,441	\$70,581
Highest Teacher Salary	\$97,657	\$91,469
Average Principal Salary (ES)	\$124,784	\$113,994
Average Principal Salary (MS)	\$123,318	\$120,075
Average Principal Salary (HS)	\$136,152	\$130,249
Superintendent Salary	\$230,000	\$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	6%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9438.10	2449.17	6988.92	80,679.01
District	♦	♦	7392.59	\$80,236
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-5.5	0.6
Percent Difference: School Site/ State			23.1	8.7

* Cells with ♦ do not require data.

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 and the county. 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.