

# John Foster Dulles Elementary School

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

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



### **Norwalk-La Mirada Unified School District**

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

### **District Governing Board**

Sean M. Reagan Board President  
Chris Pflanzler Board Vice President  
Darryl R. Adams Board Member  
Jesse Urquidí Board Member  
Karen Morrison Member  
Margarita L. Rios Board Member  
Ana Valencia Board Member

### **District Administration**

Dr. Hasmik Danielian  
**Superintendent**  
Dr. Albert Clegg  
**Assistant Superintendent -  
Educational Services**  
Estuardo Santillan  
**Assistant Superintendent, Business  
Services**  
John Lopez  
**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 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 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 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	62
Grade 1	31
Grade 2	31
Grade 3	38
Grade 4	33
Grade 5	38
<b>Total Enrollment</b>	<b>233</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0
Asian	2.6
Filipino	3
Hispanic or Latino	68.7
Native Hawaiian or Pacific Islander	0
White	21
Two or More Races	0.9
Socioeconomically Disadvantaged	49.4
English Learners	10.3
Students with Disabilities	6.4
Foster Youth	0

### 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	14-15	15-16	16-17
<b>With Full Credential</b>	12	12	13
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Norwalk-La Mirada Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	◆	◆	1013
<b>Without Full Credential</b>	◆	◆	0
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John Foster Dulles Elementary	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	96.4	3.6
<b>High-Poverty Schools</b>	96.2	3.8
<b>Low-Poverty Schools</b>	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: 10/23/2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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	39	44	43	46	44	48
Math	38	40	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	49	35	64	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	25.6	12.8	12.8

\* 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	39	39	100.0	64.1
Male	24	24	100.0	79.2
Female	15	15	100.0	40.0
Hispanic or Latino	28	28	100.0	57.1
Socioeconomically Disadvantaged	24	24	100.0	62.5

\* 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	39	38	97.4	34.2
	4	32	31	96.9	38.7
	5	39	39	100.0	59.0
Male	3	22	22	100.0	31.8
	4	19	19	100.0	47.4
	5	24	24	100.0	66.7
Female	3	17	16	94.1	37.5
	4	13	12	92.3	25.0
	5	15	15	100.0	46.7
Black or African American	4	--	--	--	--
Asian	3	--	--	--	--
	5	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	28	27	96.4	37.0
	4	22	21	95.5	33.3
	5	28	28	100.0	50.0
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	5	--	--	--	--
Socioeconomically Disadvantaged	3	22	21	95.5	33.3
	4	19	18	94.7	22.2
	5	24	24	100.0	58.3
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
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
<b>All Students</b>	<b>3</b>	39	37	94.9	37.8
	<b>4</b>	32	31	96.9	41.9
	<b>5</b>	39	39	100.0	41.0
<b>Male</b>	<b>3</b>	22	21	95.5	28.6
	<b>4</b>	19	19	100.0	42.1
	<b>5</b>	24	24	100.0	50.0
<b>Female</b>	<b>3</b>	17	16	94.1	50.0
	<b>4</b>	13	12	92.3	41.7
	<b>5</b>	15	15	100.0	26.7
<b>Black or African American</b>	<b>4</b>	--	--	--	--
<b>Asian</b>	<b>3</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Filipino</b>	<b>5</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>	28	27	96.4	37.0
	<b>4</b>	22	21	95.5	33.3
	<b>5</b>	28	28	100.0	35.7
<b>White</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Two or More Races</b>	<b>5</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	22	21	95.5	19.1
	<b>4</b>	19	18	94.7	22.2
	<b>5</b>	24	24	100.0	41.7
<b>English Learners</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Students with Disabilities</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Foster Youth</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--

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)

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 May. Our collaborative school events also highlight our students' achievements and talents with award assemblies and talent show. 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. 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	2013-14	2014-15	2015-16
Suspensions Rate	0.9	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
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

**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)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.4
Resource Specialist	.5
Other	

**Average Number of Students per Staff Member**

Academic Counselor	
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\* 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	23	25	25	1			2	3	3			
1	21	21	21				1	1	1			
2	21	27	27				1	1	1			
3	24	18	18		1	1	2	1	1			
4	30	31	31				1	2	2			
5	25	21	21	1	1	1	2				1	1
Other	9			1								

**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/](http://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	10,223.14	2606.84	7616.18	82,476.51
District	♦	♦	7392.59	\$80,236
State	♦	♦	\$5,677	\$74,216
<b>Percent Difference: School Site/District</b>			3.0	2.8
<b>Percent Difference: School Site/ State</b>			34.2	11.1

\* 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.