

John Foster Dulles Elementary School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Norwalk-La Mirada Unified

School District

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**Assistant Superintendent, Business
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**Assistant Superintendent, Human
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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 and a Golden Bell Award in 2017. 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	50
Grade 2	49
Grade 3	36
Grade 4	35
Grade 5	30
Total Enrollment	278

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
Asian	1.8
Filipino	2.2
Hispanic or Latino	75.2
White	16.2
Two or More Races	1.8
Socioeconomically Disadvantaged	52.9
English Learners	8.6
Students with Disabilities	11.2
Foster Youth	0.7
Homeless	17.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for John Foster Dulles	17-18	18-19	19-20
With Full Credential	12	14	17
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Norwalk-La Mirada	17-18	18-19	19-20
With Full Credential	♦	♦	890
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at John Foster Dulles Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: 2019-September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-1 English-language Arts: Benchmark Advanced- My Shared Readings, adopted 2017 Grades 2-5 English-language Arts: Benchmark Advanced- Texts for Close Reading, adopted 2017 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: Mystery Science Inc - Mystery Science, adopted 2019 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: Studies Weekly Inc – Studies Weekly CA Ed, adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	51	46	47	50	50
Math	42	52	32	35	38	39

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.2	24.1	17.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	99	100.00	51.02
Male	54	54	100.00	37.74
Female	45	45	100.00	66.67
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	72	72	100.00	47.89
White	22	22	100.00	54.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	42.00
English Learners	13	13	100.00	38.46
Students with Disabilities	19	19	100.00	27.78
Students Receiving Migrant Education Services	--	--	--	--
Homeless	25	25	100.00	0.00

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	99	100.00	52.04
Male	54	54	100.00	47.17
Female	45	45	100.00	57.78
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	72	72	100.00	43.66
White	22	22	100.00	77.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	42.00
English Learners	13	13	100.00	46.15
Students with Disabilities	19	19	100.00	50.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	25	25	100.00	0.00

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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 State priority: School Climate (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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.6	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.7	3.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	3		23	1	2		20	1	3	
1					27		2		24		1	
2	26		1		23		1		24		2	
3	26		1		15	1	1		24		2	
4	33		1	1	26		1		33			1
5	31		1		32		2		29		1	
Other**									6	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,733	\$51,374
Mid-Range Teacher Salary	\$81,762	\$80,151
Highest Teacher Salary	\$107,259	\$100,143
Average Principal Salary (ES)	\$135,001	\$126,896
Average Principal Salary (MS)	\$153,836	\$133,668
Average Principal Salary (HS)	\$139,258	\$143,746
Superintendent Salary	\$269,120	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12623.05	3176.04	9447.01	89415.16
District	N/A	N/A	9174.34	\$88,239.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.9	1.3
School Site/ State	22.9	8.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.