



# John Dolland Elementary

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

Dr. Lorena Sierra, Principal

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Norwalk-La Mirada Unified

#### School District

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

#### District Governing Board

Karen Morrison

#### Board President

Norma Amezcua

#### **Board Vice President**

Jude Cazares

#### **Board Member**

Jose Rios

#### **Board Member**

Chris Staples

#### **Board Member**

Jorge Tirado

#### **Board Member**

Jesse Urquidi

#### **Board Member**

#### District Administration

John Lopez

#### **Superintendent**

Dr. Patricio Vargas

#### **Assistant Superintendent -**

#### **Educational Services**

Estuardo Santillan

#### **Assistant Superintendent, Business**

#### **Services**

Dr. Michael Gotto

#### **Assistant Superintendent, Human**

#### **Resources**

### School Description

John Dolland Elementary School has three areas of focus. We are working towards ensuring all students have a strong foundation in reading to support their reading comprehension skills across all grade levels. This is done by providing a consistent reading program that monitors and tracks student's development in fluency and comprehension. Timely and effective intervention is provided when needed. In addition, classroom instruction in the area of math incorporates number talks and math talks daily as strategies that support the development of a strong conceptual understanding of mathematical concepts. The final area of focus is in the area of academic discourse to help improve our student's English speaking and listening skills. School wide goals have been developed to monitor and track the effectiveness of identified strategies to support building these skills in our students.

We offer a variety of continuous programs. We provide medical services, including vision testing, hearing testing, and immunizations, as well as dental assistance to families through a referral process to connect services with community resources. We also have a Bilingual Liaison of Community Affairs who helps develop parent workshops and trainings to help grow their support for student academic success. A school Elementary Student Support Specialist 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.

At Dolland, we also offer a strand of Dual Immersion as an option for families to participate in developing and learning in more than one language. AVID (Advancement Via Individual Determination) is a school wide support that is provided for all our students TK-5 to support academic language and college and career readiness skills in all our students.

In addition to our programs, our staff and families are involved with various activities throughout the year. We take part in a Dr. Seuss Day celebration and Red Ribbon Week. Our students regularly do science experiments and participate in STEM lessons, resulting in still higher science scores on the state test for fifth grade. Dolland students also participated in weekly school wide Second Steps character building program. All of our students in grades 3rd through 5th participate in our school wide math fact contest and annual spelling bee!

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	65
Grade 2	79
Grade 3	91
Grade 4	89
Grade 5	79
<b>Total Enrollment</b>	<b>518</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.5
Asian	1.4
Filipino	1.9
Hispanic or Latino	90.7
Native Hawaiian or Pacific Islander	0.4
White	1.2
Two or More Races	0.6
Socioeconomically Disadvantaged	88.8
English Learners	35.1
Students with Disabilities	9.3
Foster Youth	0.2
Homeless	35.7

## 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 Dollard	18-19	19-20	20-21
With Full Credential	23	25	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Norwalk-La Mirada	18-19	19-20	20-21
With Full Credential	♦	♦	830
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	14

### Teacher Misassignments and Vacant Teacher Positions at John Dollard Elementary

Indicator	18-19	19-20	20-21
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 2020-21)

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: August 2020

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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Grades K-5 Science: Mystery Science Inc - Mystery Science, adopted 2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Grades K-5 Social Science: Studies Weekly Inc – Studies Weekly CA Ed, adopted 2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/26/2012

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
<b>Overall Rating</b>	<b>Good</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	57	N/A	47	N/A	50	N/A
Math	58	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	23	N/A	20	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

Parents are an integral part of our learning community. We have a Liaison of Community Affairs that coordinate educational opportunities for our parents. These opportunities range from learning to meet the social emotional needs of their children to how to partner and advocate for their child's academic progress. Parents participate in Project Inspire, this is a program that is offered through CAFE to help parents learn the value they bring by building a partnership with their children's school. In addition, 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's academic improvement for all student populations. 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 civics and parenting and one important component is teachers presenting workshops for parents to support their students' achievement during the year.

#### 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 (School Year 2020-2021)

Supervision aides monitor the school grounds for 30 minutes before and after school as well as at all recesses and lunchtimes. Schoolwide rules are reviewed weekly. Students are reminded in the Husky Weekly show to be safe, respectful and responsible across all areas of the 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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.9	3.7	3.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	1
Resource Specialist (non-teaching)	
Other	2

\*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	25	1	4		23	1	3		23		5	
1	23		3		23		3		23		2	
2	23	1	2		24		4		24		3	
3	24		3		24		4		23		4	
4	29		1	1	29		2		30		3	
5	24	1	2	1	30		3		26		3	
Other**	19	1							25		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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	

In 2017-18, our major focus area for staff development was to continue to develop our practice with The California State Common Core Standards. 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,842	\$52,484
Mid-Range Teacher Salary	\$85,033	\$81,939
Highest Teacher Salary	\$111,551	\$102,383
Average Principal Salary (ES)	\$140,662	\$129,392
Average Principal Salary (MS)	\$161,068	\$136,831
Average Principal Salary (HS)	\$144,834	\$147,493
Superintendent Salary	\$288,282	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	34.0
Administrative Salaries	6.0	5.0

\* 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 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13293.16	3513.62	9779.53	93732.49
District	N/A	N/A	9878.33	\$92,057
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.0	1.8
School Site/ State	23.2	10.3

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



**Types of Services Funded**

Elementary Student Support Specialist (ESSS) is assigned to the school to support with social emotional needs of students. Collaboratively working with community agencies to refer for counseling services or other needs of our families. Community Liaison of Community Affairs serves as a liaison between the parents and the schools. Trainings and programs are coordinated to help parents grow their support of their children's academic success. iTOSA is assigned to Dolland to support monitoring tracking and providing intervention to students two or more years below grade level. This intervention has proven to be effective and timely and has helped reduce the gap in learning for students as they progress in their grade levels.

**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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.