D. D. Johnston Elementary School

13421 S. Fairford Ave. • Norwalk, CA 90650 • (562) 864-2508 • Grades K-5
Angela Togia, Principal
atogia@nlmusd.org
https://www.ddjohnstonelementary.org

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

Norwalk-La Mirada Unified School District

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

District Governing Board

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Board President

Board Vice President

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District Administration

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Superintendent

Dr. Patricio Vargas
Assistant Superintendent - Educational Services

Estuardo Santillan
Assistant Superintendent, Business Services

John Lopez
Assistant Superintendent, Human Resources

School Description

Welcome to D.D. Johnston Elementary School, where we focus on Building Great Character One Pillar At A Time. Currently we have just completed the second year of state testing using the new Smarter Balanced Assessment on the California Common Core Standards. The state of California has yet to release guidance in expected growth and status expectations. Our academic program is called ExCEL, which stands for Excellence: A Commitment to Every Learner. Students are assessed on a consistent basis and parents are provided progress reports on a regular basis. Students in Kindergarten through 5th grade take a diagnostic assessment at least twice a year (Kindergarten) and three times (1st through 5th grade).

D.D. Johnston Elementary supports our districtwide literacy initiative and teachers collaborate to provide our students the best instruction possible. Our School Site Council (SSC) provides resources to support this initiative. We also provide students the opportunity to many online resources at no cost to our families. Students have free access to an online academic support computer program (iREADY) in ELA and Math both at school and at home. Students are awarded points and can earn an award each month for attaining the most points.

Our school's motto is Building Great Character One Pillar At A Time. We enrich our students with education in the Six Pillar of Character, which include Trustworthiness, Respect, Responsibility, Caring, Fairness, and Citizenship. Each month, we focus on a pillar and discuss it in assemblies, classrooms, and Student of the Month awards. In addition, we are a Playworks school. We have a full-time coach that teaches all of our students the Power of Play.

Here at Johnston, our community is very important to us. We keep our parents informed of their child's progress through our schoolwide report cards. We include important information on our website and send flyers and calendars/events through our Thursday Folders. Every Friday, parents are welcomed to have lunch with their child during their regular lunch period.

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	70
Grade 1	58
Grade 2	75
Grade 3	65
Grade 4	54
Grade 5	64
Total Enrollment	386

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.4
Asian	3.6
Filipino	3.6
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	0.8
White	3.6
Two or More Races	1.8
Socioeconomically Disadvantaged	90.4
English Learners	28.5
Students with Disabilities	12.2
Homeless	29

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 D. D. Johnston	17-18	18-19	19-20
With Full Credential	14	19	17
Without Full Credential	1	0	1
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 D. D. Johnston 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.

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.

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)
Overall Rating: 98.59% - Good

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 02/08/2012

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
Interior: Interior Surfaces	Good	100%
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	91.67%
Electrical: Electrical	Good	100%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	100%
Safety: Fire Safety, Hazardous Materials	Good	97.06%
Structural: Structural Damage, Roofs	Good	100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	100%
Overall Rating	**Good**	

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	55	46	47	50	50
Math	42	42	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	12.5	28.1	18.8

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	187	183	97.86	55.19
Male	105	102	97.14	49.02
Female	82	81	98.78	62.96
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	153	150	98.04	52.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	173	169	97.69	53.85
English Learners	62	58	93.55	50.00
Students with Disabilities	36	36	100.00	25.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	99	95	95.96	4.04

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	187	187	100.00	41.71
Male	105	105	100.00	39.05
Female	82	82	100.00	45.12
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	153	153	100.00	37.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	173	173	100.00	38.73
English Learners	62	62	100.00	38.71
Students with Disabilities	36	36	100.00	22.22
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	99	99	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)
We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council, which works with administration to help make financial decisions. Parents of English learners are vital to our ELAC and to our outreach efforts. Parent volunteers help with special projects in the classroom and chaperone on field trips. The PTA sponsors annual fund-raisers and has raised funds to purchase two playground structures and playground benches and tables. We invite all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November and March. Our school uses School Messenger communication system to notify families of important school events. We always need new volunteers!

In addition, we are always looking for ways to enhance our parental involvement program. Annually, our parents are provided a survey where they can inform us on specific areas. This information is important to us and we take great pride in our results.

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. A schoolwide assembly to review school rules and conduct is presented twice a year (September and January). Visitors must enter the school through the main gate after being buzzed in for clearance and sign in at the office, where they receive a visitor's badge to wear throughout their stay.

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 on our school Web site and keep copies in the office for parents. We share the plan with all staff during a schoolwide staff meeting. We conduct monthly schoolwide and districtwide drills three times a year. In addition we hold an annual training for staff on emergency preparedness. In addition, the school has a safety committee that is comprised of staff and parents in order to update the plan.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.7	0.5
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	1.0
Resource Specialist (non-teaching)	2.0
Other	1.0

*   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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	3		26		2		18	1	3	
1	24		2		24		2		25		2	
2	26		1		16	2	3		23		3	
3	27		3		26		2		25		2	
4	30		2		30		2		30		1	1
5	28	1		2	28	1		2	31		2	
Other**									13	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	16	18	18

On-site Professional Development:
Every first and third Wednesday of the month, teachers are provided professional development in the areas of instruction, assessment, and collaborative culture. On-site professional development is mirrored to the district plan for instruction and assessment.

A minimum of one day a month, instructional support staff collaborates with the principal to ensure they are clear on the expectations and their role in supporting student achievement.

Off-site Professional Development:
The school district provides ongoing professional development at the District to teachers. This PD is provided to support teachers with the implementation of district wide initiatives.

Teachers and administrator attend conferences that support the growth in Professional Learning Communities and Interventions.

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	13047.36	4431.38	8615.97	91018.44
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	-6.3	3.1
School Site/ State	13.8	10.4

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.