# John Dolland Elementary

**15021 S. Bloomfield Ave. • Norwalk, CA 90650 • (562) 921-9934 • Grades K-5**
**Lorena Sierra, Principal**
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https://www.gardenhill.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
(5662) 868-0431
www.nlmusd.org

**District Governing Board**

Jude Cazares
**Board President**

Jesse Urquidi
**Board Vice President**

Darryl R. Adams
**Board Member**

Chris Pflanzer
**Board Member**

Karen Morrison
**Board Member**

Ana Valencia
**Board Member**

Jorge Tirado Board Member
**Board Member**

**District Administration**

Dr. Hasmik Danielian
**Superintendent**

Dr. Patricio Vargas
**Assistant Superintendent - Educational Services**

Estuardo Santillan
**Assistant Superintendent, Business Services**

John Lopez
**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 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, 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 | 92 |
| Grade 1 | 82 |
| Grade 2 | 91 |
| Grade 3 | 89 |
| Grade 4 | 77 |
| Grade 5 | 69 |
| Total Enrollment | 500 |

### 2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 3.6 |
| Asian | 1.6 |
| Filipino | 3 |
| Hispanic or Latino | 88.8 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 1.4 |
| Two or More Races | 0.2 |
| Socioeconomically Disadvantaged | 88.8 |
| English Learners | 36.6 |
| Students with Disabilities | 10 |
| Foster Youth | 0.6 |
| Homeless | 7.8 |

## 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 Dolland | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | 22 | 23 | 25 |
| Without Full Credential | 0 | 0 | 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 | ♦ | ♦ | 8903 |
| Without Full Credential | ♦ | ♦ | 3 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 6 |

**Teacher Misassignments and Vacant Teacher Positions at John Dolland Elementary**

| 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 <br><br> Grades 2-5 English-language Arts:Benchmark Advanced- Texts for Close Reading, adopted 2017 <br><br> **The textbooks listed are from most recent adoption:**　　Yes <br> **Percent of students lacking their own assigned textbook:**　0 |
| **Mathematics** | Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 <br> **The textbooks listed are from most recent adoption:**　　Yes <br> **Percent of students lacking their own assigned textbook:**　0 |
| **Science** | Grades K-5 Science: Mystery Science Inc - Mystery Science, adopted 2019 <br> **The textbooks listed are from most recent adoption:**　　Yes <br> **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 <br> **The textbooks listed are from most recent adoption:**　　Yes <br> **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: 10/26/2012

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** <br> Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** <br> Interior Surfaces | Poor | |
| **Cleanliness:** <br> Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** <br> Electrical | Good | |
| **Restrooms/Fountains:** <br> Restrooms, Sinks/ Fountains | Fair | |
| **Safety:** <br> Fire Safety, Hazardous Materials | Good | |
| **Structural:** <br> Structural Damage, Roofs | Good | |
| **External:** <br> Playground/School Grounds, Windows/ Doors/Gates/Fences | Fair | |
| **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 | 48 | 57 | 46 | 47 | 50 | 50 |
| Math | 39 | 58 | 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 | 22.2 | 11.1 | 9.7 |

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** | 247 | 246 | 99.60 | 56.91 |
| **Male** | 133 | 133 | 100.00 | 54.14 |
| **Female** | 114 | 113 | 99.12 | 60.18 |
| **Black or African American** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 216 | 215 | 99.54 | 53.95 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **White** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 222 | 221 | 99.55 | 55.20 |
| **English Learners** | 117 | 116 | 99.15 | 47.41 |
| **Students with Disabilities** | 28 | 28 | 100.00 | 25.00 |
| **Students Receiving Migrant Education Services** | 11 | 11 | 100.00 | 54.55 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | 76 | 75 | 98.68 | 1.32 |

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 | 245 | 244 | 99.59 | 58.20 |
| Male | 132 | 132 | 100.00 | 59.09 |
| Female | 113 | 112 | 99.12 | 57.14 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 215 | 214 | 99.53 | 56.07 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 220 | 219 | 99.55 | 57.99 |
| English Learners | 115 | 114 | 99.13 | 47.37 |
| Students with Disabilities | 28 | 28 | 100.00 | 35.71 |
| Students Receiving Migrant Education Services | 11 | 11 | 100.00 | 45.45 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 75 | 74 | 98.67 | 1.33 |

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)**
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 CABE 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 fo 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**
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 resposible 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 for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 0.2 | 0.7 | 0.9 |
| 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 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 | 24 | 1 | 4 | | 25 | 1 | 4 | | 23 | 1 | 3 | |
| 1 | 27 | | 3 | | 23 | | 3 | | 23 | | 3 | |
| 2 | 22 | 1 | 2 | | 23 | 1 | 2 | | 24 | | 4 | |
| 3 | 23 | 1 | 3 | | 24 | | 3 | | 24 | | 4 | |
| 4 | 29 | | 3 | | 29 | | 1 | 1 | 29 | | 2 | |
| 5 | 30 | | 2 | 1 | 24 | 1 | 2 | 1 | 30 | | 3 | |
| Other** | | | | | 19 | 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 |

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 fort he 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 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** | 12667.05 | 3608.92 | 9058.12 | 89703.10 |
| **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** | -1.3 | 1.6 |
| **School Site/ State** | 18.7 | 8.9 |

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.**

**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).

**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.