



Julia B. Morrison Elementary School

13510 S. Maidstone Ave. • Norwalk, CA 90650 • (562) 868-9878 • Grades TK-5

Rudy Gonzalez, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 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
Sean M. Reagan Board Vice
President
Darryl R. Adams Board Member
Margarita L. Rios Board Member
Chris Pflanzner Board Member
Jesse Urquidi Board Member
Ana Valencia Board Member

District Administration

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Superintendent
Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
Wayne Shannon
**Assistant Superintendent, Human
Resources**

School Description

Welcome to Morrison Elementary School, we are a California Distinguished School and a California Title I High Achieving School. Morrison has also been awarded the prestigious Golden Bell Award for closing the achievement gap with English-Language Learners using English Language Development (ELD) and Academic Language Development (ALD). Our mission is to provide a caring, challenging, and creative learning environment so that all children can reach their maximum potential. Students receive a rigorous academic program enriched by participation in the arts, especially music. Morrison has significant technology resources, which also support student learning.

To achieve our vision for students, we support our staff members with the transition towards the implementation of the Common Core State Standards to prepare students for college, career, and life. The standards clearly demonstrate what students are expected to learn at each grade level, so that every parent and teacher can understand and support their learning.

Parents are always welcome on the campus to participate in their child's education by reviewing homework and progress notes, volunteering in the classroom, attending school events and taking advantage of all the classes available to parents to further enhance the support given at home.

Parents can help their children make the most of their education by sending them to school on time every day, by making sure that they are completing school and homework assignments, and by attending parent conferences. We believe that parents are our partners in providing a rigorous, quality education for our students. Working together we can make a bright future for the children in our care.

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (562) 868-9878 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	163
Grade 1	126
Grade 2	140
Grade 3	132
Grade 4	112
Grade 5	116
Total Enrollment	789

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.1
Asian	2.2
Filipino	2.5
Hispanic or Latino	86.7
Native Hawaiian or Pacific Islander	0.4
White	3.2
Two or More Races	0.9
Socioeconomically Disadvantaged	80.7
English Learners	33.5
Students with Disabilities	6.5
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Julia B. Morrison Elementary School	13-14	14-15	15-16
With Full Credential	27	32	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Julia B. Morrison Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	94.2	5.8
High-Poverty Schools	93.9	6.1
Low-Poverty Schools	99.1	0.9

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/30/2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	45	43	44
Math	30	25	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	54	67	53	55	54	52	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.60	16.40	17.30

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	52
All Student at the School	53
Male	49
Female	58
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	49
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	46
English Learners	23
Students with Disabilities	50
Students Receiving Migrant Education Services	--
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	136	134	98.5	28	25	29	17
	4	110	109	99.1	39	16	31	14
	5	113	110	97.3	31	25	26	17
Male	3		65	47.8	29	26	28	17
	4		60	54.5	38	12	35	15
	5		61	54.0	39	30	20	11
Female	3		69	50.7	28	25	30	17
	4		49	44.5	41	20	27	12
	5		49	43.4	20	20	35	24

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		4	2.9	--	--	--	--
	4		2	1.8	--	--	--	--
	5		1	0.9	--	--	--	--
American Indian or Alaska Native	5		1	0.9	--	--	--	--
Asian	3		3	2.2	--	--	--	--
	4		2	1.8	--	--	--	--
	5		2	1.8	--	--	--	--
Filipino	3		0	0.0	--	--	--	--
	4		3	2.7	--	--	--	--
	5		4	3.5	--	--	--	--
Hispanic or Latino	3		117	86.0	28	27	26	19
	4		95	86.4	41	17	33	9
	5		98	86.7	33	26	24	17
Native Hawaiian or Pacific Islander	3		1	0.7	--	--	--	--
	5		1	0.9	--	--	--	--
White	3		6	4.4	--	--	--	--
	4		5	4.5	--	--	--	--
	5		2	1.8	--	--	--	--
Two or More Races	3		2	1.5	--	--	--	--
	4		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
Socioeconomically Disadvantaged	3		112	82.4	30	28	24	18
	4		93	84.5	41	16	30	13
	5		91	80.5	35	25	26	13
English Learners	3		40	29.4	45	30	18	8
	4		33	30.0	73	15	12	0
	5		21	18.6	57	38	5	0
Students with Disabilities	3		8	5.9	--	--	--	--
	4		7	6.4	--	--	--	--
	5		13	11.5	46	31	8	15
Students Receiving Migrant Education Services	3		4	2.9	--	--	--	--
	4		9	8.2	--	--	--	--
	5		7	6.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics								
Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	136	133	97.8	28	31	33	8
	4	110	109	99.1	38	42	17	4
	5	113	110	97.3	45	29	16	9
Male	3		64	47.1	22	30	38	11
	4		60	54.5	30	47	17	7
	5		61	54.0	51	30	11	8
Female	3		69	50.7	33	32	29	6
	4		49	44.5	47	37	16	0
	5		49	43.4	39	29	22	10
Black or African American	3		4	2.9	--	--	--	--
	4		2	1.8	--	--	--	--
	5		1	0.9	--	--	--	--
American Indian or Alaska Native	5		1	0.9	--	--	--	--
Asian	3		3	2.2	--	--	--	--
	4		2	1.8	--	--	--	--
	5		2	1.8	--	--	--	--
Filipino	3		0	0.0	--	--	--	--
	4		3	2.7	--	--	--	--
	5		4	3.5	--	--	--	--
Hispanic or Latino	3		117	86.0	30	30	33	7
	4		95	86.4	42	41	15	2
	5		98	86.7	48	28	15	9
Native Hawaiian or Pacific Islander	3		1	0.7	--	--	--	--
	5		1	0.9	--	--	--	--
White	3		5	3.7	--	--	--	--
	4		5	4.5	--	--	--	--
	5		2	1.8	--	--	--	--
Two or More Races	3		2	1.5	--	--	--	--
	4		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
Socioeconomically Disadvantaged	3		111	81.6	30	30	32	8
	4		93	84.5	40	41	16	3
	5		91	80.5	47	29	18	7

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		40	29.4	48	28	25	0
	4		33	30.0	52	39	9	0
	5		21	18.6	67	33	0	0
Students with Disabilities	3		8	5.9	--	--	--	--
	4		7	6.4	--	--	--	--
	5		13	11.5	46	31	15	8
Students Receiving Migrant Education Services	3		4	2.9	--	--	--	--
	4		9	8.2	--	--	--	--
	5		7	6.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement

Parent educational classes are provided by PROedu. PROedu's mission is to inform parents and strengthen their skills as parents and leaders so they can play an important role in their children's lives.

The general curriculum content consists of three stages:

- a. Responsible Parenthood. Promotes parent's responsibility and commitment to create healthy family relationships.
- b. School Success. Informs parents and raises awareness about their involvement in their children's education.
- c. Responsible Leadership. Motivates/guides parents' leadership-advocacy in their family/community.

Parents are also provided training in the use of Internet programs such as i-Ready and Raz-Kids.

We provide opportunities for parents to have input through School Site Council, PTA and ELAC.

Morrison PTA, along with site staff, coordinates and integrates parent involvement activities such as, Back-to-School Night, Open House/Family Picnic Day, College Week, Red Ribbon Week, Picture Day and our 5th Grade Promotion Ceremony.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

In order to increase school safety, we have a campus that is fully fenced, visitors and volunteers sign-in and wear badges during their visit. Many parents wait with their students outside the classrooms in the morning and pick them up at the classroom door after school. If parents notice anything problematic, they report it immediately to the office. Supervision aides monitor the school grounds for 30 minutes before and after school as well as at all recesses and at lunchtime, bus boarding and departing.

Teachers, staff and administration, regularly review with students the school-wide expectations for appropriate behavior. The three behavioral expectations are around safety, respect, and responsibility in school, class, and on the playground. Students will continue to be encouraged to display appropriate behavior through Positive Rewards such as Verbal praise, Citizenship awards, and Participation in special grade level activities. We are constantly trying to find ways to encourage students to improve their behavior and be great role models today and in the future. Students who do not follow the School-Wide Expectation for Behaviors either from their teacher, paraprofessional, supervision aide, office, the Dean or Principal, will receive discipline referrals to address behavioral concerns.

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. Each teacher has a copy of the plan in the classroom along with an emergency bag. We practice emergency drills on a regular basis. The school safety committee inspects the school three times a year. After each drill and site inspection, the safety committee discusses what was noticed, and the Safety Plan is revised accordingly.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.38	1.24	0.72
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.72	3.57	2.77
Expulsions Rate	0.03	0.07	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		88.9

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	34	33	27				1	1	6	4	4	
1	29	27	25				4	5	5			
2	29	25	28				4	5	5			
3	28	28	26				4	4	5			
4	35	33	33					1	1	3	2	2
5	33	31	32				1	3	1	3	1	3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,163	\$43,062
Mid-Range Teacher Salary	\$71,576	\$67,927
Highest Teacher Salary	\$93,898	\$87,811
Average Principal Salary (ES)	\$120,175	\$110,136
Average Principal Salary (MS)	\$119,271	\$115,946
Average Principal Salary (HS)	\$130,092	\$124,865
Superintendent Salary	\$211,406	\$211,869
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Professional Development provided for Teachers

Writing is an area of focus at the district and school site level. The district selected communication skills through speaking and writing as an instructional practice priority. At Morrison, our previous student data reflected a need in writing. Therefore, our teachers will receive ongoing staff development from our consultant Jennifer Richter around the three genres of writing: narrative, informational and opinion/argumentative writing. Teachers are meeting bi-monthly within their grade level teams to implement the Professional Learning Community (PLC) Protocol in order to create SMART goals, rubrics, analyze student work and determine next steps for instruction.

Additionally, our Common Core leads will be trained by the District, around the instructional practice priorities: designing learning experiences that develop students' communication skills through speaking and writing, fostering meaningful and purposeful collaboration among students, and planning for rigor and relevance through effective lesson design. Through staff development, the Common Core site team will plan and share out the information provided by the District.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8975.76	2225.92	6749.84	79001.57
District	◆	◆	6913.40	\$76,984
State	◆	◆	\$5,348	\$71,529
Percent Difference: School Site/District			-2.4	2.6
Percent Difference: School Site/ State			26.2	10.4

* Cells with ◆ do not require data.