

# Thomas B. Moffitt Elementary School

13323 S. Goller Ave. • Norwalk, CA 90650 • (562) 864-3071 • Grades K-5

Maureen Bixby, Principal

mbixby@nlmusd.org

## 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**

Dr. Hasmik Danielian  
**Superintendent**

Dr. Albert Clegg  
**Assistant Superintendent -  
Educational Services**

Estuardo Santillan  
**Assistant Superintendent, Business  
Services**

Wayne Shannon  
**Assistant Superintendent, Human  
Resources**

### **School Description**

Welcome to Moffitt Elementary School, where we are proud to create a climate and curriculum that ensures academic rigor and consistency in all grade levels from kindergarten to fifth grade. Our students receive a well-rounded education and we value creating a culture that is inviting to all. Our school is very involved and supportive of our District Literacy Initiative to improve learning for all students and the implementation of the new Common Core State Standards. In 2014-2015 our primary focus is the implementation of the Common Core State Standards and the transition to the technology based SBAC Assessment. In addition, our teachers implement reading strategies and techniques such as read aloud, shared reading, guided reading and independent reading with conferring in order to help students understand and make meaning of text. This learning crossed over into other areas of the curriculum such as math, writing, and history/social science to support student achievement.

Our mission is to improve student achievement through effective teaching practices, which we are constantly improving through staff development. We utilize district-trained literacy coaches who work collaboratively with the principal to ensure that all teachers are receiving training to implement effective teaching practices. We are proud that our students are demonstrating academic growth and are developing a deeper love of reading. We are also pleased to support our English Language Learners through the inclusion of ELD in our daily schedules. Our staff has also received additional training and professional development in the area and ELD and ALD provided through release time on site during the year.

The academic success and well being of students is at the core of our teaching. We are committed to developing our students into literate, problem-solving decision makers. We monitor and re-evaluate all programs yearly by reviewing and analyzing multiple sources of data. It is our goal and intent to ensure that all students are receiving a high-quality and equitable education in a positive and productive environment.

## 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) 864-3071 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	73
Grade 1	78
Grade 2	67
Grade 3	78
Grade 4	79
Grade 5	94
<b>Total Enrollment</b>	<b>469</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	1.1
Asian	2.1
Filipino	3.8
Hispanic or Latino	82.9
White	3.4
Two or More Races	1.7
Socioeconomically Disadvantaged	84.6
English Learners	30.1
Students with Disabilities	14.3
Foster Youth	1.1

## 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			
Thomas B. Moffitt Elementary School	13-14	14-15	15-16
<b>With Full Credential</b>	27	18	19
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Norwalk-La Mirada Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Thomas B. Moffitt Elementary	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	94.2	5.8
<b>High-Poverty Schools</b>	93.9	6.1
<b>Low-Poverty Schools</b>	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: September 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)**

Overall Rating: 97.37 - Good

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/28/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			100% - Good
<b>Interior:</b> Interior Surfaces	X			96.30%
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			100%
<b>Electrical:</b> Electrical	X			100%
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			90%
<b>Safety:</b> Fire Safety, Hazardous Materials	X			100%
<b>Structural:</b> Structural Damage, Roofs	X			94.44% Gutter cleaning
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			98.21% Asphalt Repair
<b>Overall Rating</b>	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	38	43	44
Math	17	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	30	35	36	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	24.40	12.80	6.40

\* 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	36
Male	34
Female	37
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	35
White	--
Socioeconomically Disadvantaged	--
English Learners	23
Students with Disabilities	36
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	75	73	97.3	36	33	23	8
	4	79	74	93.7	35	26	22	16
	5	85	79	92.9	27	29	34	10
Male	3		31	41.3	42	23	23	13
	4		45	57.0	42	27	16	13
	5		39	45.9	36	28	36	0
Female	3		42	56.0	31	40	24	5
	4		29	36.7	24	24	31	21
	5		40	47.1	18	30	33	20
Black or African American	3		3	4.0	--	--	--	--
	4		4	5.1	--	--	--	--
	5		5	5.9	--	--	--	--

**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
<b>American Indian or Alaska Native</b>	5		1	1.2	--	--	--	--
<b>Asian</b>	4		1	1.3	--	--	--	--
	5		1	1.2	--	--	--	--
<b>Filipino</b>	3		2	2.7	--	--	--	--
	4		0	0.0	--	--	--	--
	5		5	5.9	--	--	--	--
<b>Hispanic or Latino</b>	3		63	84.0	33	33	24	10
	4		66	83.5	35	26	23	15
	5		65	76.5	26	32	29	12
<b>White</b>	3		3	4.0	--	--	--	--
	4		3	3.8	--	--	--	--
	5		2	2.4	--	--	--	--
<b>Two or More Races</b>	3		2	2.7	--	--	--	--
	4		0	0.0	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		63	84.0	40	35	19	6
	4		65	82.3	37	25	20	17
	5		67	78.8	31	28	30	10
<b>English Learners</b>	3		16	21.3	38	38	19	6
	4		25	31.6	48	36	16	0
	5		14	16.5	50	36	14	0
<b>Students with Disabilities</b>	3		4	5.3	--	--	--	--
	4		15	19.0	87	7	7	0
	5		6	7.1	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	3		2	2.7	--	--	--	--
	4		4	5.1	--	--	--	--
	5		4	4.7	--	--	--	--
<b>Foster Youth</b>	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	75	75	100.0	41	39	19	1
	4	79	77	97.5	47	35	12	5
	5	85	78	91.8	55	31	13	1
Male	3		33	44.0	39	45	12	3
	4		45	57.0	49	33	11	4
	5		38	44.7	50	34	13	3
Female	3		42	56.0	43	33	24	0
	4		32	40.5	44	38	13	6
	5		40	47.1	60	28	13	0
Black or African American	3		3	4.0	--	--	--	--
	4		4	5.1	--	--	--	--
	5		5	5.9	--	--	--	--
American Indian or Alaska Native	5		1	1.2	--	--	--	--
Asian	4		1	1.3	--	--	--	--
	5		1	1.2	--	--	--	--
Filipino	3		3	4.0	--	--	--	--
	4		2	2.5	--	--	--	--
	5		5	5.9	--	--	--	--
Hispanic or Latino	3		63	84.0	37	40	22	2
	4		67	84.8	46	37	10	4
	5		64	75.3	56	33	11	0
White	3		3	4.0	--	--	--	--
	4		3	3.8	--	--	--	--
	5		2	2.4	--	--	--	--
Two or More Races	3		2	2.7	--	--	--	--
	4		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		64	85.3	45	38	16	2
	4		67	84.8	48	33	13	4
	5		66	77.6	61	26	12	2
English Learners	3		17	22.7	47	35	18	0
	4		27	34.2	63	30	7	0
	5		14	16.5	71	14	14	0
Students with Disabilities	3		4	5.3	--	--	--	--
	4		15	19.0	93	7	0	0
	5		6	7.1	--	--	--	--

**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
Students Receiving Migrant Education Services	3		2	2.7	--	--	--	--
	4		4	5.1	--	--	--	--
	5		4	4.7	--	--	--	--
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

Moffitt Elementary values our parents. We encourage active participation by all and ask our parents to support the success of our students by holding high expectations, participating in the educational process and participating in school wide events and activities. Our parents have the opportunity to participate in the decision-making process through the following school-wide committees: the School Site Council, ELAC, Student Success/CAPSS Team, PTA, and also as parent volunteers in the classroom. Committees focus on issues and strategies to align the School Plan with the California Common Core State Standards and to make recommendations or assess school and student needs. The Student Success /CAPSS Team meets monthly to discuss interventions and strategies for at-risk students and to assist teachers and parents with the student prior to formal assessment. Moffitt offered several parent education classes during the 2014-2015 school year. The principal also offered two trainings during the year, focused on Common Core Standards and SBAC Assessment. Parents are encouraged to attend Back-to-School Night, Family Nights, Open House, Playworks Olympics, parent-teacher conferences, and to serve as chaperones on study trips. For information about getting involved at our school, please call (562) 864-3071.

#### 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

Providing a safe environment is a top priority for our staff. We maintain a secure campus. During the 2014-2015 school year Moffitt's campus installed a monitored security gate at the main entrance of the school. Once classes have started of each day, all gates are locked. Parents and visitors must use the gate entry system to gain access to the campus. Once on campus, all visitors are asked to report to the school's office to sign in and are given an identifying visitor's badge. Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Each year we review and revise our School Safety Plan, which meets state requirements as described in the California Education Code. The safety plan includes disaster procedures and procedures for safe entry and exit of students. The School Safe Plan is reviewed, revised and approved by our School Site Council. It was last revised in January 2015. In addition, we share the plan with all staff during a school-wide staff meeting and make the plan available for review in the school's main office. We practice fire, earthquake and lock-down drills on a regular basis and hold training for staff on an as-needed basis. Teachers regularly review the rules for safe, responsible behavior in school and on the playground with students. In addition, the district office supports the school by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing training and assistance.

**Suspensions and Expulsions**

School	2012-13	2013-14	2014-15
Suspensions Rate	0.46	1.07	1.16
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
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
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	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 3	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)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	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	29	20	19		2	1	3	3	3			
1	25	21	25		1		4	2	3			
2	30	19	28		3		3		2			
3	25	23	28				4	4	3			
4	28	30	35				3	3				2
5	28	20	27		2	1	3	3	2			1
6	27						2					
Other	11			1								



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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
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/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10249.31	3339.01	6910.30	82,074.69
District	♦	♦	6913.40	\$76,984
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			0.0	6.6
Percent Difference: School Site/ State			29.2	14.7

\* Cells with ♦ do not require data.

### Types of Services Funded

During the 2014-2015 school year, Moffitt's professional development focused on the new common core state standards and new strategies to support the successful implementation of the standards. Professional development focused on the Close Reading strategy for language arts and Launch-Explore-Summarize (LES) for math. Professional development was provided on site as well as at the district office. Common Core Coaches provided support to teachers during release time and after school planning sessions. Professional development was conducted two times per month during after school professional development workshops. Teachers were supported during implementation by Common Core Coaches in language art and math. In addition, Moffitt teachers were supported by a group of site common core lead teachers. Lead teachers participated in summer training and several release days during the year prior to and during our site implementation.

### 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.