



Julia B. Morrison Elementary School

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

Rudy Gonzalez, Principal

rugonzalez@nlmusd.org

www.morrisontigers.org

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Norwalk-La Mirada Unified School District

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

District Governing Board

Chris Pflanzner Board President
Ana Valencia Board Vice President
Darryl R. Adams Board Member
Margarita L. Rios Board Member
Karen Morrison Member
Jesse Urquidi Board Member
Sean M. Reagan Board Member

District Administration

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Superintendent
Dr. Patricio Vargas
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
John M. Lopez
**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, positive, and safe learning environment where each child is encouraged to make safe, responsible, and respectful choices, and to develop the academic skills necessary to reach their maximum learning 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 in 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. By 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 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 <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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	138
Grade 1	128
Grade 2	128
Grade 3	131
Grade 4	135
Grade 5	134
Total Enrollment	794

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.1
Asian	2.5
Filipino	2.5
Hispanic or Latino	87
Native Hawaiian or Pacific Islander	0.3
White	3.3
Two or More Races	0.8
Socioeconomically Disadvantaged	79.3
English Learners	30.5
Students with Disabilities	11.2
Foster Youth	1.9

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			
Julia B. Morrison Elementary School	15-16	16-17	17-18
With Full Credential	33	31	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	782
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Julia B. Morrison Elementary	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: 09-2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2017, Benchmark Advanced 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

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: 10/30/2012				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	57	58	46	44	48	48
Math	36	47	29	30	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	116	115	99.1	67.8
Male	64	64	100.0	76.6
Female	52	51	98.1	56.9
Hispanic or Latino	101	100	99.0	64.0
Socioeconomically Disadvantaged	97	96	99.0	64.6
English Learners	37	36	97.3	38.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	53	68	52	47	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.9	11.4	3.8

* 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.

**School Year 2016-17 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	399	397	99.5	57.93
Male	189	188	99.47	52.66
Female	210	209	99.52	62.68
Black or African American	12	12	100	58.33
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	351	349	99.43	57.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	56.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	328	327	99.7	55.05
English Learners	145	143	98.62	41.26
Students with Disabilities	44	43	97.73	41.86
Students Receiving Migrant Education Services	13	13	100	46.15
Foster Youth	--	--	--	--

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 2016-17 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	400	397	99.25	47.36
Male	190	188	98.95	53.72
Female	210	209	99.52	41.63
Black or African American	12	12	100	41.67
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	352	349	99.15	46.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	56.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	329	327	99.39	44.95
English Learners	145	143	98.62	37.06
Students with Disabilities	44	43	97.73	39.53
Students Receiving Migrant Education Services	13	13	100	38.46
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 State priority: School Climate (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, at all recesses, at lunchtime, and during 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, Dojo points, and participation in special grade level activities. We encourage students to improve their behavior, and to be great role models today and in the future. Discipline referrals are given when school-wide expectations for behavior are not followed.

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	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.5	0.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.8	2.7	2.6
Expulsions Rate	0.1	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	27	25	28				6	6	5			
1	25	27	26				5	4	5			
2	28	27	26				5	5	5			
3	26	27	26				5	5	5			
4	33	33	34				1	1		2	3	4
5	32	28	34				1	4		3		4
Other		26						1				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,411	\$48,522
Mid-Range Teacher Salary	\$78,162	\$75,065
Highest Teacher Salary	\$102,538	\$94,688
Average Principal Salary (ES)	\$130,561	\$119,876
Average Principal Salary (MS)	\$132,232	\$126,749
Average Principal Salary (HS)	\$142,956	\$135,830
Superintendent Salary	\$241,500	\$232,390
Percent of District Budget		
Teacher Salaries	38%	37%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9949.16	2116.85	7832.32	87458.64
District	◆	◆	8112.64	84898.44
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			-3.5	3.0
Percent Difference: School Site/ State			17.5	11.7

* Cells with ◆ do not require data.

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 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.