

Thomas B. Moffitt Elementary School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Norwalk-La Mirada Unified School District

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District Governing Board

Ana Valencia Board President
Jude Cazares Board Vice President
Darryl R. Adams Board Member
Chris Pflanzler Board Member
Karen Morrison Member
Jesse Urquidi Board Member
Jorge Tirado 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

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. Our primary focus is the implementation of the California Common Core State Standards and the transition to the technology based CAASPP Assessments. 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	69
Grade 1	70
Grade 2	87
Grade 3	74
Grade 4	74
Grade 5	70
Total Enrollment	444

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.5
Asian	2.5
Filipino	4.1
Hispanic or Latino	83.6
Native Hawaiian or Pacific Islander	0.9
White	2.9
Socioeconomically Disadvantaged	88.5
English Learners	29.7
Students with Disabilities	18.7
Foster Youth	1.1

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			
Thomas B. Moffitt Elementary School	16-17	17-18	18-19
With Full Credential	19	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	898
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Thomas B. Moffitt Elementary	16-17	17-18	18-19
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 2018-19)

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 2018	
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)

Overall Rating: 98.54% - Good

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08/31/2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100% - Good
Interior: Interior Surfaces	Good	92.86%-Good
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	100%-Good
Electrical: Electrical	Good	100%-Good
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	95.45%-Good
Safety: Fire Safety, Hazardous Materials	Good	100%
Structural: Structural Damage, Roofs	Good	100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	100%
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	33.0	32.0	44.0	46.0	48.0	50.0
Math	22.0	25.0	30.0	32.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.0	11.8	7.4

* 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 2017-18 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	209	203	97.13	31.53
Male	114	111	97.37	27.03
Female	95	92	96.84	36.96
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	172	168	97.67	29.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	184	96.84	29.89
English Learners	81	78	96.30	26.92
Students with Disabilities	31	31	100.00	12.90
Students Receiving Migrant Education Services	--	--	--	--
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 2017-18 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	209	205	98.09	24.88
Male	114	111	97.37	25.23
Female	95	94	98.95	24.47
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	172	168	97.67	22.02
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	186	97.89	22.58
English Learners	81	80	98.77	17.5
Students with Disabilities	31	31	100	16.13
Students Receiving Migrant Education Services	--	--	--	--
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 2017-2018 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 State priority: School Climate (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 had a monitored security gate installed 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. 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	2015-16	2016-17	2017-18
Suspensions Rate	0.6	1.4	0.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.7	2.6	3.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	24	15	1		2	3	3	2			
1	22	27	26				3	3	2			
2	28	27	25				2	2	4			
3	26	27	27				3	3	2			
4	32	29	29				1	2	3	1		
5	26	32	35	1			3	3				2
Other		11	9		1	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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,923	\$49,512
Mid-Range Teacher Salary	\$80,506	\$77,880
Highest Teacher Salary	\$105,611	\$96,387
Average Principal Salary (ES)	\$119,859	\$123,139
Average Principal Salary (MS)	\$125,277	\$129,919
Average Principal Salary (HS)	\$145,806	\$140,111
Superintendent Salary	\$257,268	\$238,324
Percent of District Budget		
Teacher Salaries	37.0	36.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11879.01	3205.74	8673.27	87742.94
District	◆	◆	8958.82	85790.09
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-3.2	2.3
Percent Difference: School Site/ State			19.6	9.7

* Cells with ◆ 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

During the 2016-2017 school year, Moffitt's professional development focused on the new common core state standards and new strategies to support the successful implementation of the California State 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 <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.