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

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Norwalk-La Mirada Unified School District
12820 Pioneer Blvd
Norwalk, CA 90650
(562) 868-0431
www.nlmusd.org

District Governing Board

Jude Cazares
Board President

Jesse Urquidi
Board Vice President

Darryl R. Adams
Board Member

Chris Pflanzer
Board Member

Karen Morrison
Board Member

Ana Valencia
Board Member

Jorge Tirado
Board Member

District Administration

Dr. Hasmik Danielian
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.

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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	127
Grade 1	113
Grade 2	108
Grade 3	119
Grade 4	113
Grade 5	134
Total Enrollment	714

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.3
Asian	2.1
Filipino	2.4
Hispanic or Latino	84.2
Native Hawaiian or Pacific Islander	0.3
White	4.2
Two or More Races	1.4
Socioeconomically Disadvantaged	82.9
English Learners	27.3
Students with Disabilities	6.3
Foster Youth	1
Homeless	12.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Julia B. Morrison	17-18	18-19	19-20
With Full Credential	30	31	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Norwalk-La Mirada	17-18	18-19	19-20
With Full Credential	♦	♦	890
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Julia B. Morrison Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials
Year and month in which data were collected: 2019- September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-1 English-language Arts:Benchmark Advanced- My Shared Readings, adopted 2017 Grades 2-5 English-language Arts:Benchmark Advanced- Texts for Close Reading, adopted 2017 **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: Mystery Science Inc - Mystery Science, adopted 2019 **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: Studies Weekly Inc – Studies Weekly CA Ed, adopted 2019 **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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	63	55	46	47	50	50
Math	54	47	32	35	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	30.5	31.2	13.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	358	354	98.88	54.80
Male	181	178	98.34	47.19
Female	177	176	99.44	62.50
Black or African American	16	15	93.75	66.67
Asian	--	--	--	--
Filipino	13	13	100.00	92.31
Hispanic or Latino	300	298	99.33	53.02
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	12	92.31	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	305	302	99.02	51.66
English Learners	138	135	97.83	40.74
Students with Disabilities	37	37	100.00	29.73
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	142	140	98.59	1.41

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	358	355	99.16	47.32
Male	181	179	98.90	47.49
Female	177	176	99.44	47.16
Black or African American	16	15	93.75	53.33
Asian	--	--	--	--
Filipino	13	13	100.00	92.31
Hispanic or Latino	300	298	99.33	44.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.00	46.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	305	303	99.34	43.56
English Learners	138	137	99.28	35.77
Students with Disabilities	37	37	100.00	29.73
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	142	141	99.30	0.70

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.3	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.7	3.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	28		5		25		6		25		5	
1	26		5		25		4		25		4	
2	26		5		25		5		24		5	
3	26		5		24		5		24		5	
4	34			4	32		2	2	28		4	
5	34			4	32		3	1	34			4
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	18	18

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,733	$51,374
Mid-Range Teacher Salary	$81,762	$80,151
Highest Teacher Salary	$107,259	$100,143
Average Principal Salary (ES)	$135,001	$126,896
Average Principal Salary (MS)	$153,836	$133,668
Average Principal Salary (HS)	$139,258	$143,746
Superintendent Salary	$269,120	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12072.96	3442.75	8630.21	95721.01
District	N/A	N/A	9174.34	$88,239.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.1	8.1
School Site/ State	13.9	15.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.