

# Thomas B. Moffitt Elementary School

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

Rachel Garcia, Principal  
rachelgarcia@nlmusd.k12.ca.us  
<http://www.moffittmax.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](http://www.nlmusd.org)

#### **District Governing Board**

Jude Cazares

#### **Board President**

Jesse Urquidi

#### **Board Vice President**

Darryl R. Adams

#### **Board Member**

Chris Pflanzler

#### **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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	69
Grade 2	59
Grade 3	82
Grade 4	65
Grade 5	69
<b>Total Enrollment</b>	<b>409</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.7
Asian	3.4
Filipino	4.6
Hispanic or Latino	81.2
Native Hawaiian or Pacific Islander	1
White	3.4
Two or More Races	2
Socioeconomically Disadvantaged	90.2
English Learners	30.8
Students with Disabilities	16.9
Foster Youth	1.2
Homeless	36.2

## 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 Thomas B. Moffitt	17-18	18-19	19-20
With Full Credential	19	19	20
Without Full Credential	0	0	1
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 Thomas B. Moffitt 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.

### 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.

**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
<b>Reading/Language Arts</b>	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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Grades K-5 Science: Mystery Science Inc - Mystery Science, adopted 2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Grades K-5 Social Science: Studies Weekly Inc – Studies Weekly CA Ed, adopted 2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Overall Rating: 98.36% - Good

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: 01/13/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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	32	32	46	47	50	50
Math	25	21	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	28.4	17.9	4.5

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	209	207	99.04	32.37
Male	125	125	100.00	27.20
Female	84	82	97.62	40.24
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	174	172	98.85	29.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	188	98.95	30.32
English Learners	69	67	97.10	23.88
Students with Disabilities	39	39	100.00	25.64
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	80	78	97.50	2.50

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	209	209	100.00	21.05
Male	125	125	100.00	20.80
Female	84	84	100.00	21.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	174	174	100.00	18.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	190	100.00	19.47
English Learners	69	69	100.00	13.04
Students with Disabilities	39	39	100.00	10.26
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	80	80	100.00	0.00

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)

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 2018-2019 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) 210-3650.

**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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	0.8	1.4
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)	2.0
Other	

\* 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		3		15	2	2		20	1	3	
1	27		3		26		2		20	1	1	
2	27		2		25		4		22		2	
3	27		3		27		2		25		3	
4	29		2		29		3		27		2	
5	32		3		35			2	31		3	
Other**	11	1			9	1			9	1		

\*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

### 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/](http://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	13269.20	4069.87	9199.33	98216.01
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	0.3	10.7
School Site/ State	20.3	18.0

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.

### Types of Services Funded

During the 2018-2019 school year, Moffitt's professional development focused on a systems approach to increasing student outcomes on the common core state standards as well as 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.