

SARC



OUR  
MESSAGE



OUR  
TEACHERS

OUR  
SCHOOL

# Morse Avenue Elementary School

2014-15  
School Accountability Report Card  
Published in 2015-16



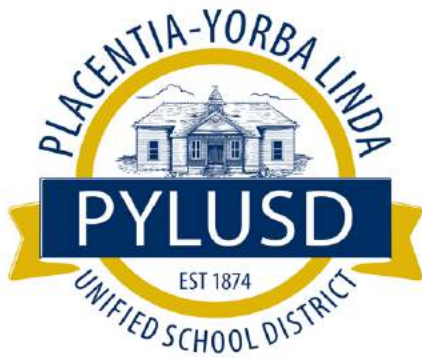
Cristina McCall  
Principal  
cmccall@pylusd.org

431 East Morse Avenue  
Placentia, CA 92870

Grades: K-6  
Phone: (714) 524-6300  
<http://morseschool.net>

CDS Code: 30-66647-6030050

Para español, visita:  
[www.pylusd.org](http://www.pylusd.org)



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## PYLUSD: Where...

*Collaboration*  
*Communication*  
*Critical Thinking*  
*Creativity*  
*Digital Citizenship*  
*Discovery*  
*Excellence*  
*Innovation*  
*Teamwork*  
*The Future*  
 Happens!



## Superintendent's Message

Dear PYLUSD community,

Orange County historians tell us that the Placentia School District dates back to 1878; Yorba Linda School District formed about 40 years later in 1911. Pioneers in those early years established one-room school-houses, and with courage, hard work, and clear vision, laid the foundation for the present-day award-winning education system that we enjoy. I am incredibly proud to serve the Placentia-Yorba Linda Unified School District as superintendent. Our educational heritage gives me much to be thankful for, as well as a keen desire to be a good steward of all that our schools and students represent and have achieved. Inspired by the past, I welcome all of you to join with me in continuing to build our school communities and equip our students for the future.

In the spirit of building toward the future, our district has undertaken some very important work. We launched The PYLUSD Advantage, a pivotal and significant five-year commitment and plan of action for our school district. Providing a framework for aligning our organization around core values, The PYLUSD Advantage guides our decision-making, aligns the priorities in our programs, and ultimately ensures that all of our students will receive an outstanding and comprehensive education.

People—our students, first and foremost; our district employees; families; and others in our supportive community—are the heart and soul of the Placentia-Yorba Linda Unified School District. That is clear. To safeguard this vital commitment and to provide a foundation of educational excellence, we have identified five key Focus Areas.

- **Academic Achievement:** We will expect all students to demonstrate academic achievement in order to emerge college and career ready.
- **Effective Instruction and Leadership:** We will continue to support a dynamic and high-quality instructional program to build lifelong habits of learning.
- **Engaged Community:** We will establish a culture that encourages positive relationships among our students, staff, and parents as well as educational and business partners.
- **Safe and Respectful Environment:** We will foster a safe and respectful atmosphere to promote the emotional health, safety and well-being of students, staff, and parents.
- **Optimized Resources:** We will ensure that all fiscal and capital resources maximize educational opportunities.

The 2015-16 school year provides us an opportunity to write another chapter of new successes and legacy in the history of our school district. We are grateful for the support of each of you—students, staff members, parents, and the community—as we embark on this important work and look forward with much anticipation to a wonderful year.

Sincerely,

Doug Domene, Ed.D.  
 Superintendent

## District Mission Statement

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical, and engaged citizens.

## District Vision Statement

We are committed to being a dynamic learning community that prepares each and every student for success now and in the future.

## Placentia-Yorba Linda Unified School District Core Values

### **What We Stand For and Represent**

#### **Excellence**

We relentlessly pursue excellence in all academic and organizational endeavors.

#### **Collaboration**

We work together with all members of our school community to ensure student success.

#### **Integrity**

We foster relationships that promote respect, service, and honesty to ensure the well-being of all students.

#### **Innovation**

We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

## School Mission Statement

Our mission is to ensure a high level of literacy and maximum achievement for all students. Working with parents and community, we provide a motivating and challenging curriculum within a safe and nurturing environment. All students have the opportunity to achieve outstanding academic and behavior standards, build varied technological and career skills, and become productive lifelong learners prepared to live in a diverse world.

## Principal's Message

Welcome to Morse Elementary School, where our motto is: "Morse Wildcats are responsible, respectful, prepared, and kind." We are an award-winning California Distinguished School and a Title I High Performing Academic Achievement school. We proudly serve nearly 500 students in the city of Placentia. Our staff is dedicated to inspiring and supporting a love of learning. We are committed to uniting students, parents, staff, and community and working as a team to provide a safe place to shape the academic, physical, emotional, and social development of our students. That also means we recognize and nurture individual differences in a safe, stimulating and academically challenging environment. Preparing children for the future is our ultimate goal, and we welcome you to our school, where we bring together home, school, and community to meet these goals. We are very proud of the students, staff and parents who make this school a great place to learn!



*"We are very proud of the students, staff and parents who make this school a great place to learn!"*



## School Description

"We are the Wildcats, the Morse School Wildcats, and we really love our school." The first line of our school song tells the most about Morse Elementary. The staff is made up of highly qualified, dedicated, caring individuals who love working with children. The community is a wonderful, caring group who reflect the Southern California demographics, and the students are hardworking, learning and growing children, preparing themselves to be ready for the opportunities the quickly changing world will offer.

Morse Elementary School, in the heart of Placentia, has served students and the community for more than 52 years. Children from the suburban community who attend Morse develop a deep love of learning, making the transition between learning and living transparent. It is common to find that many parents of the children at Morse attended our school as well, choosing to remain or relocate within our boundaries. This suburban neighborhood school embodies the motto, "Morse Wildcats are responsible, respectful, prepared, and kind," and it's where students are eager to learn each day, as evidenced by a 95 percent or better attendance rate. With nearly 500 students enrolled, Morse serves the community of Placentia by supporting students in their academic, emotional, social and physical development.

As a culturally diverse school, Morse students, parents, and staff recognize, nurture, and celebrate individual differences. The student population is a shining example of the workforce of tomorrow.

The staff at Morse is committed to providing students with a challenging and rigorous academic program based on California content standards and high expectations for all. The Morse staff, students and community continually challenge themselves to keep the success growing. Each week, the teaching staff meets in its professional learning communities to evaluate student work samples to assess student learning and adjust instruction as needed. This time is also used for ongoing professional development to improve our best practices in instruction to insure student success. To achieve excellence, the staff and community established several goals and work toward continuous improvements in all of these areas:

- Hold high expectations for all students
- Focus on academics and teaching the California content standards
- Provide quality opportunities and programs for all students
- Maximize instructional time, effectiveness and time on task
- Participate in research-based staff development and professional-growth opportunities
- Provide a positive environment that nurtures and encourages all students to learn
- Utilize technology and computer resources to improve instruction
- Provide support and interventions during school
- Involve parents and the community in their children's education

Today, Morse glows as it incorporates all the facets of a California Distinguished School and a Title I Academic Achievement School. Walking through the print-rich, technology-rich classrooms, participating in an accelerated reading and spatial and temporal mathematics programs, exploring new ideas in a Gifted and Talented Education (GATE) academy, and learning academic language in English all demonstrate that Morse has become a learning environment that is driven to communicate the importance of education for all in our society.

## School Core Values

Our core values mirror that of our district's:

**Excellence**—We relentlessly pursue excellence in all academic and organizational endeavors.

**Collaboration**—We work together with all members of our school community to ensure student success.

**Integrity**—We foster relationships that promote respect, service and honesty to ensure the well-being of all students.

**Innovation**—We embrace a culture that celebrates ingenuity and inspires intellectual exploration.



*"We are the Wildcats, the Morse School Wildcats, and we really love our school."*

## School Accountability Report Card

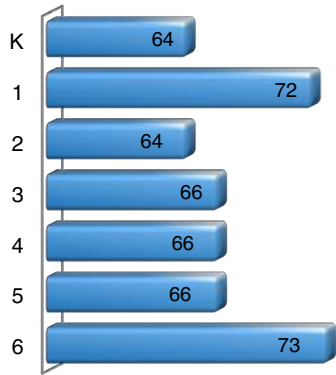
In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

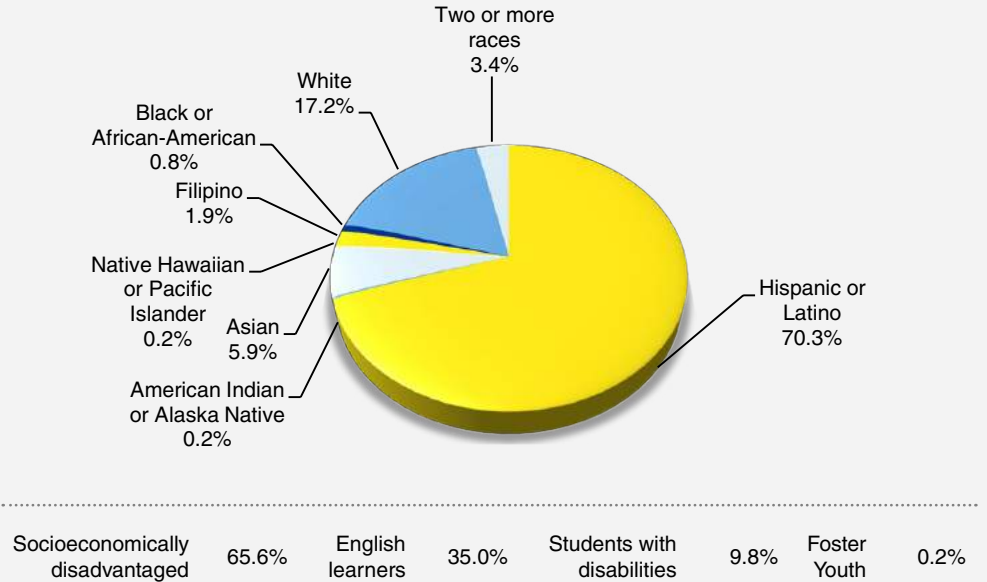


### Enrollment by Student Group

The total enrollment at the school was 471 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

#### Demographics

2014-15 School Year



“Opportunities for parent involvement include keeping communication lines between families and the school open in numerous ways.”

### Parental Involvement

Opportunities for parent involvement include keeping communication lines between families and the school open in numerous ways. Bimonthly newsletters are sent home, which include information from the principal and the Parent Teacher Association (PTA), as well as general school information. A calendar of upcoming events and other pertinent information is also sent. Written communications are sent in English and in other languages, as needed, to each family. Every student takes home a STAR folder each Tuesday. This folder includes all of the student’s work from the previous week, as well as any correspondences from the school office. There is a sign-off sheet inside the folder with room for comments, which parents sign after they have gone through the folder with their child. These folders are prepared and distributed to classrooms by a group of dedicated parent volunteers who come weekly to assemble packets and deliver them to teachers. The attendance clerk, food-service coordinator, and many of the teachers speak Spanish and translate when necessary to ensure effective communication of school business. All meetings, such as the PTA, SSC (School Site Council), ELAC (English Language Advisory Committee) and other advisory committees are noted in the newsletter and are open to all who wish to attend. PTA meetings are held monthly on the second Monday of the month at 7 p.m. in the multipurpose room. School Site Council meetings are held in the library, and there are at least four meetings a year. ELAC meetings are held at least four times per year. The ELAC meetings are held at the Backs Community Building in Placentia, a convenient location within the neighborhood of most of the families attending. Parents who attend are provided with information about school procedures, policies, budgets and programs, as well as trainings concerning parenting skills. Parents are welcome to provide input at these meetings so that plans can be made to better serve the needs of all students at Morse.

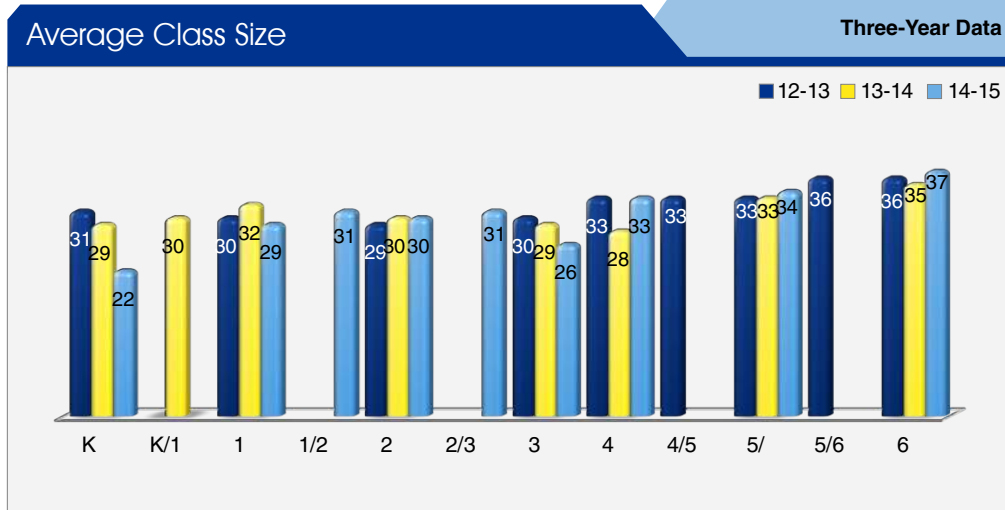
For more information on how to become involved at the school, please contact the Valerie Graves at (714) 524-6300.



“Opportunities for parent involvement include keeping communication lines between families and the school open in numerous ways.”

## Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



## Number of Classrooms by Size

**Three-Year Data**

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2		1	3	
K/1					1				
1			1		2			2	
1/2								1	
2		2			2			1	
2/3								1	
3		2			2			2	
4		1	1		2			1	1
4/5			1						
5			1			2			2
5/6			1						
6			2			2			2

## Suspensions and Expulsions

This table shows the school, district and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

**Suspensions and Expulsions** **Three-Year Data**

	Morse Avenue ES			Placentia-Yorba Linda USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Suspension rates</b>	4.4%	1.0%	0.8%	3.6%	3.4%	2.4%	5.1%	4.4%	3.8%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%

## Professional Development

To support teachers during the one day of Preservice in August 2014, the topics were chosen based on the need to prepare teachers to continue the transition to and implement the Common Core State Standards (CCSS). Specific focus areas for Preservice in 2014 included unwrapping the English and language arts (ELA) Speaking and Listening standards and the English language development (ELD) Speaking and Listening standards connections in order so that teachers in all disciplines are able to support students in content-area discussions and collaborative conversations. In addition, training was provided on Close Reading and Visual Thinking Strategies in each individual discipline and grade level.

For Preservice training, teachers attend workshop presentations at various sites in grade-level and content-area groupings. Trainers mostly consist of trained district staff with outside presenters as needed and appropriate. For 2014, the Preservice training was one all-day training.

Follow-up training and support is provided all year long through the district's Professional Development Academy (PDA) in the form of all-day trainings, site support, and coaching. At the site level, principals lead their teams in data analysis and offer teachers opportunities for staff development in-house (trainings taught by teachers on-site or by the principal), or by inviting district PDA trainers to provide staff development. The PDA offers site leaders training as well through Leadership Learning Series. Discipline and/or grade-level task forces of teachers and leaders have also been established to lead implementation and provide direction and support with curriculum, instruction, and assessment.

*Continued on page 6*



## Professional Development

*Continued from page 5*

### 2015-16

While the 2015-16 school year did not allow for a devoted professional development day during Preservice for all teachers, many professional development offerings were made available for leaders and teachers in August/summer 2015 and during the school year. A focus area was to ensure that all teachers of mathematics were trained in the newly adopted textbook series. Other training options offered during the summer and school year to support districtwide initiatives included Project Read, Step Up to Writing, Classroom Management, FOSS Science Kits, Google Basics, Advanced Google training, ActivInspire, ELA/ELD standards and framework, Positive Behavioral Intervention and Supports (PBIS), and AVID/WICOR strategies. Other avenues for training have included on-site professional development where trained district staff members provide learning modules for sites during weekly professional learning community (PLC) time. Site leaders arrange these trainings with the PDA team.

PDA team members provide collaborative coaching on-site through a collaborative teacher application opportunity and/or at a principal's and teacher request. Cognitive coaching techniques are used to help build capacity.

Local Control and Accountability Plan (LCAP) dollars were also used to send teachers and leaders to relevant training and conferences on such topics as Individual Education Program (IEP) Goal Writing to the CCSS, Multi-Tiered System of Supports (MTSS), universal design for learning (UDL), ELA/ELD frameworks launch and materials fairs, AVID, Next Generation Science Standards (NGSS), and California Assessment of Student Performance and Progress (CAASPP).

Induction training for first- and second-year general education teachers is also provided (formerly known as Beginning Teacher Support and Assessment [BTSA]).

### Professional Development Days

2013-14	1 day
2014-15	1 day
2015-16	0 days

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria		2014-15 School Year	
	Morse Avenue ES	Placentia-Yorba Linda USD	California
<b>Met overall AYP</b>	Yes	Yes	Yes
<b>Met participation rate:</b>			
<b>English language arts</b>	Yes	Yes	Yes
<b>Mathematics</b>	Yes	Yes	Yes
<b>Met percent proficient:</b>			
<b>English language arts</b>	■	■	■
<b>Mathematics</b>	■	■	■
<b>Met attendance rates</b>	Yes	Yes	Yes
<b>Met graduation rate</b>	○	Yes	Yes

## Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2015-16 School Year	
	Morse Avenue ES	Placentia-Yorba Linda USD	
<b>Program Improvement status</b>	Not In PI	In PI	
<b>First year of Program Improvement</b>	◇	2013-2014	
<b>Year in Program Improvement</b>	◇	Year 1	
<b>Number of Title I schools currently in Program Improvement</b>	6		
<b>Percentage of Title I schools currently in Program Improvement</b>	75.00%		

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. The school is not in Program Improvement.

## California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Subject	Morse Avenue ES			Placentia-Yorba Linda USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	48%	63%	53%	76%	77%	75%	59%	60%	56%

## California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Group	Science
All students in the district	75%
All students at the school	53%
Male	58%
Female	46%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	42%
Native Hawaiian or Pacific Islander	❖
White	69%
Two or more races	❖
Socioeconomically disadvantaged	43%
English learners	12%
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	❖

## California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Subject	Morse Avenue ES	Placentia-Yorba Linda USD	California
English language arts/literacy	44%	62%	44%
Mathematics	40%	54%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-6.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

## Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	68	68	100.0%	29%	29%	28%	13%
Male		40	58.8%	23%	43%	30%	5%
Female		28	41.2%	39%	11%	25%	25%
Black or African-American		1	1.5%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		6	8.8%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		51	75.0%	35%	35%	24%	6%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		7	10.3%	❖	❖	❖	❖
Two or more races		3	4.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		49	72.1%	35%	37%	24%	4%
English learners		25	36.8%	52%	44%	4%	0%
Students with disabilities		7	10.3%	❖	❖	❖	❖
Students receiving Migrant Education services		1	1.5%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	68	68	100.0%	34%	16%	38%	12%
Male		40	58.8%	25%	20%	43%	13%
Female		28	41.2%	46%	11%	32%	11%
Black or African-American		1	1.5%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		6	8.8%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		51	75.0%	41%	14%	37%	8%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		7	10.3%	❖	❖	❖	❖
Two or more races		3	4.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		49	72.1%	39%	18%	41%	2%
English learners		25	36.8%	56%	16%	28%	0%
Students with disabilities		7	10.3%	❖	❖	❖	❖
Students receiving Migrant Education services		1	1.5%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	66	64	97.0%	39%	22%	20%	19%
Male		37	56.1%	46%	22%	16%	16%
Female		27	40.9%	30%	22%	26%	22%
Black or African-American		1	1.5%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	7.6%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		45	68.2%	42%	22%	20%	16%
Native Hawaiian or Pacific Islander		1	1.5%	❖	❖	❖	❖
White		11	16.7%	27%	18%	27%	27%
Two or more races		1	1.5%	❖	❖	❖	❖
Socioeconomically disadvantaged		40	60.6%	48%	20%	23%	10%
English learners		20	30.3%	85%	10%	5%	0%
Students with disabilities		7	10.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	66	66	100.0%	24%	45%	17%	14%
Male		39	59.1%	21%	44%	21%	15%
Female		27	40.9%	30%	48%	11%	11%
Black or African-American		1	1.5%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	7.6%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		46	69.7%	30%	43%	17%	9%
Native Hawaiian or Pacific Islander		1	1.5%	❖	❖	❖	❖
White		12	18.2%	8%	58%	8%	25%
Two or more races		1	1.5%	❖	❖	❖	❖
Socioeconomically disadvantaged		42	63.6%	29%	48%	19%	5%
English learners		22	33.3%	45%	50%	5%	0%
Students with disabilities		7	10.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	68	67	98.5%	24%	37%	30%	9%
Male		39	57.4%	26%	46%	23%	5%
Female		28	41.2%	21%	25%	39%	14%
Black or African-American		1	1.5%	✦	✦	✦	✦
American Indian or Alaska Native		1	1.5%	✦	✦	✦	✦
Asian		4	5.9%	✦	✦	✦	✦
Filipino		2	2.9%	✦	✦	✦	✦
Hispanic or Latino		44	64.7%	32%	41%	23%	5%
Native Hawaiian or Pacific Islander		0	0.0%	✦	✦	✦	✦
White		14	20.6%	14%	29%	50%	7%
Two or more races		1	1.5%	✦	✦	✦	✦
Socioeconomically disadvantaged		44	64.7%	34%	39%	23%	5%
English learners		15	22.1%	53%	40%	7%	0%
Students with disabilities		6	8.8%	✦	✦	✦	✦
Students receiving Migrant Education services		0	0.0%	✦	✦	✦	✦
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	68	68	100.0%	38%	31%	19%	12%
Male		40	58.8%	35%	38%	15%	13%
Female		28	41.2%	43%	21%	25%	11%
Black or African-American		1	1.5%	✦	✦	✦	✦
American Indian or Alaska Native		1	1.5%	✦	✦	✦	✦
Asian		4	5.9%	✦	✦	✦	✦
Filipino		2	2.9%	✦	✦	✦	✦
Hispanic or Latino		45	66.2%	49%	24%	18%	9%
Native Hawaiian or Pacific Islander		0	0.0%	✦	✦	✦	✦
White		14	20.6%	21%	50%	14%	14%
Two or more races		1	1.5%	✦	✦	✦	✦
Socioeconomically disadvantaged		45	66.2%	49%	27%	18%	7%
English learners		16	23.5%	75%	25%	0%	0%
Students with disabilities		6	8.8%	✦	✦	✦	✦
Students receiving Migrant Education services		0	0.0%	✦	✦	✦	✦
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

✦ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	74	73	98.6%	18%	26%	36%	19%
Male		36	48.6%	22%	31%	36%	8%
Female		37	50.0%	14%	22%	35%	30%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		6	8.1%	❖	❖	❖	❖
Filipino		4	5.4%	❖	❖	❖	❖
Hispanic or Latino		48	64.9%	27%	33%	31%	8%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		13	17.6%	0%	8%	54%	38%
Two or more races		2	2.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		38	51.4%	29%	34%	26%	8%
English learners		14	18.9%	57%	36%	0%	0%
Students with disabilities		8	10.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	74	73	98.6%	23%	29%	25%	23%
Male		36	48.6%	28%	25%	25%	22%
Female		37	50.0%	19%	32%	24%	24%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		6	8.1%	❖	❖	❖	❖
Filipino		4	5.4%	❖	❖	❖	❖
Hispanic or Latino		48	64.9%	29%	35%	21%	15%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		13	17.6%	8%	8%	38%	46%
Two or more races		2	2.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		38	51.4%	29%	42%	24%	5%
English learners		14	18.9%	50%	43%	7%	0%
Students with disabilities		8	10.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.



## School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals work with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Morse Avenue Elementary School was built in 1964, and celebrated its 50th anniversary in May 2013. It is located on vast acreage surrounded by long-standing mulberry trees and a large field consistently used by local community sports teams. It currently houses 16 general-education classrooms for grades TK-6, a resource specialist and speech and language services classrooms, two Title I RTI/ELD (Response to Intervention/English language development) intervention rooms, facilities for before and after-school child care, a computer lab, library, and multi-purpose room. Four portables are used to house the district biweekly music program for students in fifth and sixth grades and a counseling intern.

A major modernization of the school facilities took place in 2004. The modernization project involved a complete renovation of the each building, which included all classrooms, restrooms and common areas. Brand-new carpeting, paint, cabinetry, plumbing, electrical and furniture were installed. Each classroom has state-of-the-art classroom technologies, including an interactive whiteboard, 36 student responders, an LCD projector, DVD player and a built-in sound system. Also included are computer pods in the center of each building with eight to 10 computers and a set of 40 Chromebooks. New playground equipment in all play areas was installed in 2004. The campus is clean and well maintained through the services of 1.5 full-time equivalent custodians—day and evening. Morse Elementary continues to maintain spotless facilities throughout the campus.

*Continued on page 13*

## School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

## School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Good	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Good	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			8/18/2015
<b>Date of the most recent completion of the inspection form</b>			8/18/2015

## Deficiencies and Repairs

For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be completed before the end of the 2015-16 school year. Maintenance items will be prioritized so that student safety is not compromised.

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2014-15 School Year
Percentage of Students Meeting Fitness Standards		Morse Avenue ES
		Grade 5
<b>Four of six standards</b>		29.4%
<b>Five of six standards</b>		16.2%
<b>Six of six standards</b>		26.5%



## School Safety

Student safety is a primary concern of all those involved in the education of students at Morse Elementary School and in the Placentia-Yorba Linda Unified School District. It is the desire of the school board and superintendent that all efforts are made to provide a safe learning environment for students and staff.

The School Safety Committee—which consists of parents, administrators, and certificated and classified staff members—oversee the development and implementation of a comprehensive school safety plan that encompasses the four components of a safe school. The plan includes an environment of nonviolence, sets clear behavioral expectations, institutes fair and consistent disciplinary policies, and accords recognition for positive behavior. The safety plan is reviewed and updated annually by the committee and reviewed at the first staff meeting in August of every year. In developing the policies and procedures of this plan, the administration solicits the participation, views, and advice from the following representatives: School Site Council, PTA, school staff, Positive Behavioral Interventions and Supports (PBIS) team.

The following documents were reviewed in preparation for writing the school safety plan:

- Parent/Student Survey
- Yearly Suspension/Expulsion Data
- Healthy Kids Survey
- Discipline Policies and Procedures
- Truancy Rates/Action
- SART/SARB Referral Data

**COMPONENT 1:** School's physical environment: The physical conditions in which education takes place.

**The Goal:** To ensure that all students and staff members are provided with a safe, clean and secure school environment.

**Our Areas of Pride:** The Safe School Planning Committee recognizes and commends the students, staff and parents for the following conditions and programs at Morse Elementary School that positively affect the physical conditions of the campus.

- District's ongoing maintenance program
- District's support of painting requests and work orders
- A comprehensive security plan that ensures a closed and safe campus.

**Our Areas of Change:** Develop a comprehensive security plan that would ensure a closed and safe campus.

- Review and adjust the custodial duties as necessary
- Review of existing safety plan
- Update all evacuation and emergency-preparedness procedures

**Indicators of Success:**

- Updated custodial schedule
- Clean campus
- Updated safety plan
- Updated emergency plan

**COMPONENT 2:** School's social environment: The organizational and interpersonal processes that occur in and around the school.

**The Goal:** To further develop an organizational structure that creates a consistent, safe, proactive and positive climate on our school campus.

**Our Areas of Pride:** The Safe School Planning Committee recognizes and commends the students, staff and parents for the following conditions and programs at Morse Elementary School that positively affect the physical and psychological well-being of all persons on campus.

- A discipline policy that is communicated to all students, staff, and parents through home mailers, assemblies, classroom visits and individual counseling
- Morse School murals are in good condition and reflect our positive and child-centered values
- The Morse School office displays student artwork and supports a cheerful, welcome entry to our school
- A banner bearing the school motto hangs in the lunch area where all students spend part of each day
- The mascot picture and name painted on the wall in the multipurpose room
- The SSO (Student Service Organization) is available for participation by students in grades 4-6
- The first three days of school, students are taught and practice the behavior expectations in all areas of the school
- Positive recognition of students through "Caught in the Act" slips, drawings during All-School-Flag-Salute ceremonies, slips displayed in multipurpose room, attendance awards and Principal Award Luncheons

**Our Areas of Change:** Develop and implement our PBIS system to promote and recognize students being responsible, respectful, prepared and kind.

**Significant Actions:**

- Monthly PBIS team meetings
- Trainings for team, coach and administration
- Emphasize on intervention supports such as check-in and checkout
- Antibullying training

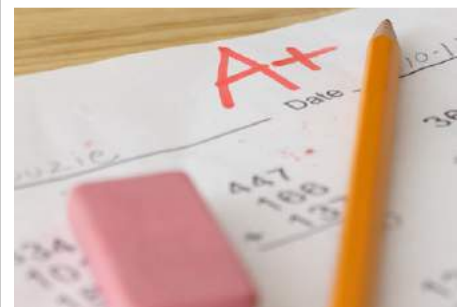
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## School Facilities

*Continued from page 12*

Morse maintains effective security procedures by daily securing the campus perimeter. Entrance to the school during regular school hours can be accessed only through the office. Visitors are required to sign in and wear a visitor's badge while on campus. Regularly scheduled district maintenance crews facilitate necessary repairs and routine maintenance checks of all buildings. In addition, Morse daily custodial procedures provide timely maintenance, cleanliness and attractive appearance of the campus and classrooms. Our modern playground equipment and modernized classrooms bring an energized spirit to the campus.

*"It is the desire of the school board and superintendent that all efforts are made to provide a safe learning environment for students and staff."*



## School Safety

*Continued from left*

- Participate with school counseling interns

**Indicators of Success:**

- Antibullying training for all staff
- Check-in and checkout procedures in process
- Students seeing counselors showing increase in academics
- Counselor log sheets

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2015.

## Types of Services Funded

In addition to school site budgets, our school also receives the following supplemental funding:

- School and Library Improvement Plan budget
- PTA gifts funds: Used for a variety of programs beneficial to the children such as field trips, assemblies, after-school programs, technology resources, and other instructional supplies
- Title I federal funding: Based on free and reduced lunch participation rates to provide additional services
- Title III federal funding: For English learners

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	9/2015

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Textbooks and Instructional Materials

The assistant superintendent of Educational Services shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school (elementary) or at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review materials submitted on state-authorized lists and any other materials which may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the Steering Committee will recommend adoption to the District Curriculum Council, which shall make an adoption recommendation to the assistant superintendent of Educational Services. The assistant superintendent is responsible for preparing recommendations for the Board of Education. The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2015. Most recently adopted textbooks were chosen from the state-approved list. Textbook content fits within the curriculum frameworks adopted by the State Board of Education. New State Frameworks have been adopted in English language arts and English language development and mathematics to correspond to the Common Core State Standards. New textbooks to align with the Common Core State Standards will be adopted according to the State of California adoption timeline. Mathematics textbooks were adopted in the spring of 2015. English language arts and English language development textbooks will be available for preview in the spring of 2016 for a possible pilot during the 2016-17 school year and recommended for adoption in the spring of 2017 for implementation in 2017-18.

### Textbooks and Instructional Materials List

2015-16 School Year

Subject	Textbook	Adopted
English language arts	<i>Reading, Houghton Mifflin (K-5)</i>	2003
English language arts	<i>Medallions, Houghton Mifflin (upgrade)</i>	2003
English language arts	<i>The Language of Literature, McDougal Littell (6)</i>	2010
English language arts	<i>Language Circle Series, Project Read Phonology</i>	2003
English language arts	<i>Written Expression</i>	2003
Mathematics	<i>California Math, Houghton Mifflin (K-5)</i>	2009
Mathematics	<i>Mathematics, Course 1; Prentice Hall (6)</i>	2009
Science	<i>Full Option Science System (FOSS), California Edition; Delta Education (K-5)</i>	2008
Science	<i>Focus on Earth Science, California Edition; Glencoe (6)</i>	2007
History/social science	<i>History-Social Science for California, Scott Foresman (K-5)</i>	2007
History/social science	<i>Discovering Our Past: Ancient Civilizations, Glencoe (6)</i>	2006

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

2015-16 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Placentia-Yorba Linda USD	Morse Avenue ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	1,067	17	19	19
Without full credential	1	0	0	0
Teaching outside subject area of competence	4	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Morse Avenue ES		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced-priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Morse Avenue ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

◇ Not applicable.



*"The Morse School office displays student artwork and supports a cheerful, welcome entry to our school."*

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Academic Counselors and School Support Staff Data

#### 2014-15 School Year

#### Academic Counselors

FTE of academic counselors 0.0

Average number of students per academic counselor ◇

#### Support Staff FTE

Social/behavioral or career development counselors 0.00

Library media teacher (librarian) 0.00

Library media services staff (paraprofessional) 0.75

Psychologist 0.20

Social worker 0.00

Nurse 0.00

Speech/language/hearing specialist 0.50

Resource specialist (nonteaching) 1.00

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$4,817
Expenditures per pupil from restricted sources	\$515
Expenditures per pupil from unrestricted sources	\$4,301
Annual average teacher salary	\$78,544

## Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Placentia-Yorba Linda USD	Similar Sized District
Beginning teacher salary	\$39,997	\$43,165
Midrange teacher salary	\$74,152	\$68,574
Highest teacher salary	\$93,027	\$89,146
Average elementary school principal salary	\$111,686	\$111,129
Average middle school principal salary	\$115,999	\$116,569
Average high school principal salary	\$125,379	\$127,448
Superintendent salary	\$233,520	\$234,382
Teacher salaries: percentage of budget	42%	38%
Administrative salaries: percentage of budget	5%	5%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Morse Avenue ES	\$4,301	\$78,544
Placentia-Yorba Linda USD	\$6,023	\$73,852
California	\$5,348	\$72,971
School and district: percentage difference	-28.6%	+6.4%
School and California: percentage difference	-19.6%	+7.6%

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.



# Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

## Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

## Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

## Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit [www.cde.ca.gov/fg/aa/lc/lcfaq.asp](http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp).

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.