



Morse Avenue Elementary School

*"Morse Wildcats are Responsible,
Respectful, Prepared and Kind"*

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431 East Morse Avenue ▪ Placentia, CA 92870
(714) 524-6300 ▪ <http://morseschool.net>

Grades PK-6
CDS Code 30-66647-6030050

Para español, visita
www.pylusd.org

SARC

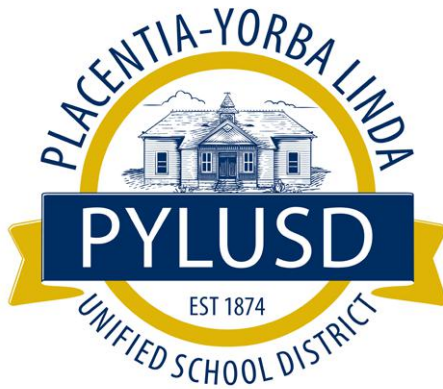
2016-17
School Accountability
Report Card
Published in 2017-18



Placentia-Yorba Linda USD

Placentia-Yorba Linda Unified School District ▪ 1301 E. Orangethorpe Avenue Placentia, CA 92870 ▪ www.pylusd.org

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PYLUSD: Where ...
Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future Happens!

Governing Board

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Superintendent's Message

Dear PYLUSD Families,

On behalf of the Placentia-Yorba Linda Unified School District (PYLUSD) Board of Trustees, I am delighted to welcome you to the 2017-18 school year. The first day of school is always filled with great anticipation and excitement, and though the first day of school marks a new beginning for our students, the district's vision for the year remains steady and clear: We are committed to being a dynamic learning community that prepares every student for success now and in the future.

In preparation for the new year, PYLUSD teachers, staff and administrators remained hard at work to ensure the continued growth of the district's five focus areas—academic achievement, effective instruction and leadership, engaged community, safe and respectful environment, and optimized resources. This included developing curriculum, exploring new classroom strategies, engaging staff with various professional-growth opportunities, strengthening community partnerships, increasing educational opportunities outside of the classroom, updating campus facilities, and much more. Whew—I could not be more proud of the thoughtful work that staff bring to each and every school year!

Looking ahead to another successful PYL school year, the district will continue to be driven by the mutual sense of pride and appreciation for the community that embraces and supports the influence of our teachers and staff. We are keenly aware of the valuable partnership our families and community partners play in our everyday success. It is that same unique partnership that helps to provide our students the very best in 21st century educational experiences. Future ready ... you bet!

Whether students enter the new school year with their very first backpack and lunchbox in preppy-K or a senior preparing to start the journey leading to the family celebration of the graduation stage, PYLUSD wants to ensure that each student feel a sense of home and belonging on our campuses. Student and teacher success are vitally intertwined, and that momentum building success stems from a culture that promotes the emotional health, safety and well-being of students. That culture of care and belonging is truly the PYLUSD way!

Wishing you all the very best in the new school year. Let our journey begin!

Warm regards,

Gregory S. Plutko, 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.



Principal's Message

Welcome to Morse Elementary School. Morse Elementary is a school with a history of academic success. Morse staff and students work diligently to achieve and exceed yearly goals. To be prepared for the school year and schoolwide expectations, it is important that all students, teachers, staff members, and families understand what it means to be a Morse Wildcat. Morse Wildcats are responsible, respectful, prepared and kind. Our mission is to ensure a high level of literacy and maximum achievement for all students. Working with parents and the community, we provide a motivating and challenging curriculum within a safe and nurturing environment. Students are taught 21st-century college and career readiness skills: collaboration, communication, technology and creativity, along with academic subjects so students are prepared to live in a diverse world. We are very proud of the students, staff and parents who make this school a great place to learn!

School Vision Statement

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

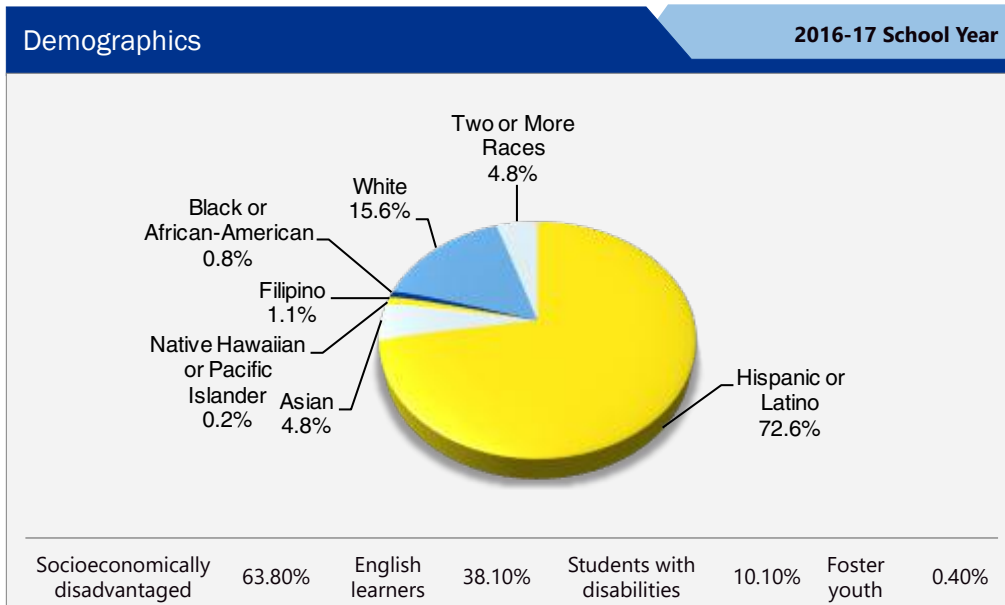
Parental Involvement

Parent involvement includes keeping communication lines between families and the school open in numerous ways. Monthly newsletters are sent home, which include information from the principal and the Parent Teacher Association (PTA), as well as general school information. Weekly emails and phone calls are sent that include weekly updates for parents, students, and staff. A calendar of upcoming events and other pertinent information is also sent to families. Written communications are sent in English and in other languages, as needed, to each family. Every student takes home a STAR folder on 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, School Site Council (SSC), English Language Advisory Committee (ELAC) 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 6 p.m. in the multipurpose room. There are SSC and ELAC meetings four times a year. 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 Inocencia Melton at inmelton@gmail.com.

Enrollment by Student Group

The total enrollment at the school was 475 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



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.

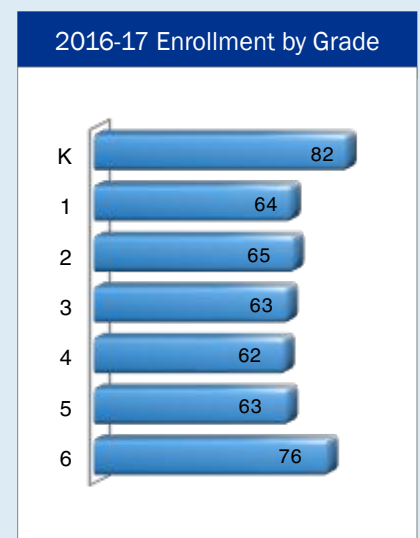
School Mission Statement

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.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



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 along with 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 developing an environment of nonviolence through the teaching and reinforcement of clear behavioral expectations, consistent, fair disciplinary policies, and recognition for positive behavior. The safety plan is reviewed and updated annually by the committee and reviewed at a staff meeting at the beginning of the school year. In developing the policies and procedures of this plan, the administration solicits the participation, views and advice from the following representatives: SSC, PTA and school staff.

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

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

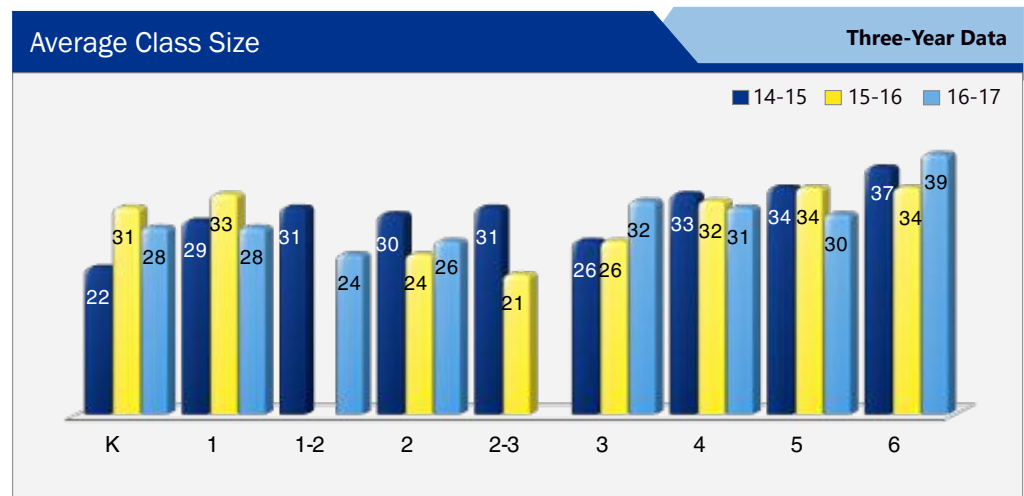
Through the development of this plan, the Morse staff is committed to:

- A safe teaching and learning environment for all
- Students are taught safety expectations when traveling to and from school or school activities
- District programs and community resources are made available to all
- An educational environment where students, parents, staff and community shall effectively communicate in a manner that is respectful to all
- A staff well-informed regarding health issues
- Each year, students and staff participate in monthly fire and/or earthquake drills and in the annual Great California ShakeOut in October
- Students participate in programs that emphasize healthy choices and develop resiliency skills

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2017.

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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size **Three-Year Data**

Grade	2014-15			2015-16			2016-17		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	3			2			2	
1		2			1	1		2	
1-2		1						1	
2		1			2			2	
2-3		1		1					
3		2			2			2	
4		1	1		2			2	
5			2			2		2	
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.

Suspension and Expulsion Rates **Three-Year Data**

	Morse Avenue ES			PYLUSD			California		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspension rates	0.8%	0.6%	0.8%	2.4%	2.6%	2.6%	3.8%	3.7%	3.6%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%

Professional Development

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 Interventions and Supports (PBIS), and AVID/WICOR (Writing, Inquiry, Collaboration, Organization and Reading to Learn) 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 the Individualized 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]).

2016-17

All PYLUSD teachers participated in a half-day of professional development prior to school starting. The primary focus of training for all teachers was to provide an overview of the district's new data and assessment tool, Illuminate. Teachers met in grade level and course teams and received a refresher on Professional Learning Communities (PLCs) and the importance of the PLC cycle as a way to set student learning objectives and use assessment to guide instruction and intervention decisions. Teachers received an overview of how to run reports and were familiarized with the assessment modules available in Illuminate. K-5 teachers received training in grade-level updates and secondary teachers participated in an EdCamp-style professional development to discuss ideas related to topics that they chose prior to coming to pre-service.

For 2016-17, specific professional development emphasis is placed on the ELA/ELD framework, integrated ELD training, transitioning toward NGSS, UDL, WICOR (AVID strategies), in addition to training on districtwide initiatives such as Cognitively Guided Instruction and Extending Children's Mathematics, FOSS Science (with embedded literacy strategies and science and engineering practices), Step Up to Writing, Project Read, and DIBELS. These trainings are provided in the form of all-day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

The PYLUSD Induction program includes supports for both general education and special education teachers.

2017-18

PYLUSD facilitates professional development in ways that impact all teachers. In late August, prior to the return of students, All PYLUSD teachers participated in a half-day of professional development. The primary focus of training for K-6 teachers and middle school English Language Arts/English Language Development (ELA/ELD) teachers was to provide an overview of the district's new universal screener, iReady. Teachers learned about the overall iReady program, specifically how to administer assessments and interpret student, class, and school level reports. PYLUSD also provided content specific professional development training to all middle and high school teachers on curriculum transitions in specific content areas and in CCSS.

A wide variety of professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2017-2018, specific professional development emphasis has been placed on recently adopted ELA/ELD adopted materials. Other areas of focus include integrated and designated ELD, transitioning toward NGSS, UDL, WICOR, (AVID Strategies), technology, in addition to training on district wide initiatives such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, and PBIS. These trainings are provided in the form of all day trainings, half day trainings, PLC modules, and on-site coaching opportunities.

PYLUSD's district wide Induction program provides numerous professional development opportunities and supports for new general and special education teachers and their advisors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaboration by grade level and department. Educational Services also ensures the ongoing training of teachers in the International Baccalaureate Program and AVID Institutes.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
Morse Avenue ES	0 days	0.5 days	0.5 days

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.

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.

Percentage of Students Meeting Fitness Standards

2016-17 School Year

Grade 5

Four of six standards	13.30%
Five of six standards	28.30%
Six of six standards	26.70%

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and math in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-6.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

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

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Morse Avenue ES		PYLUSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	53%	64%	75%	74%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Morse Avenue ES		PYLUSD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	53%	47%	66%	67%	48%	48%
Mathematics	45%	40%	57%	59%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. 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 2017-18 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.

Federal Intervention Program		2017-18 School Year
	Morse Avenue ES	PYLUSD
Program Improvement status	Not In PI	In PI
First year of Program Improvement	◇	2013-2014
Year in Program Improvement	◇	Year 1
Number of schools currently in Program Improvement	6	
Percentage of schools currently in Program Improvement	75.00%	

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

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	262	257	98.09%	47.47%
Male	139	137	98.56%	39.42%
Female	123	120	97.56%	56.67%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	11	84.62%	63.64%
Filipino	❖	❖	❖	❖
Hispanic or Latino	190	190	100.00%	40.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	42	39	92.86%	69.23%
Two or more races	12	12	100.00%	75.00%
Socioeconomically disadvantaged	167	164	98.20%	35.98%
English learners	122	117	95.90%	25.64%
Students with disabilities	32	32	100.00%	18.75%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	262	262	100.00%	40.46%
Male	139	139	100.00%	38.13%
Female	123	123	100.00%	43.09%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	13	100.00%	76.92%
Filipino	❖	❖	❖	❖
Hispanic or Latino	190	190	100.00%	34.21%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	42	42	100.00%	52.38%
Two or more races	12	12	100.00%	50.00%
Socioeconomically disadvantaged	167	167	100.00%	31.74%
English learners	122	122	100.00%	27.87%
Students with disabilities	32	32	100.00%	18.75%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

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	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	9/12/2017

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 materials based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review submitted on state-authorized lists and any other materials that 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 2017. 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 History Social Science 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. English language arts and English language development textbooks were adopted in the spring of 2017. History Social Science textbooks will be available for preview in the spring of 2018 for a possible pilot during the 2018-19 school year and recommended for adoption in the spring of 2019 for implementation in 2019-20.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
English language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017
English language arts	<i>Reading</i> , Houghton Mifflin (K-5)	2003
English language arts	<i>Medallions</i> , Houghton Mifflin (upgrade)	2003
English language arts	<i>The Language of Literature</i> , McDougal Littell (6)	2010
English language arts	<i>Houghton Mifflin Harcourt</i> , Houghton Mifflin Harcourt California Collections (6)	2017
English language arts	Language Circle Series, Project Read Phonology	2003
English language arts	<i>Written Expression</i>	2003
Mathematics	<i>California Math</i> , Houghton Mifflin (K-5)	2009
Mathematics	<i>Mathematics</i> , Course 1; Prentice Hall (6)	2009
Science	Full Option Science System (FOSS), California Edition; Delta Education (K-5)	2008
Science	<i>Focus on Earth Science</i> , California Edition; Glencoe (6)	2007
History/social science	<i>History-Social Science for California</i> , Scott Foresman (K-5)	2007
History/social science	<i>Discovering Our Past: Ancient Civilizations</i> , Glencoe (6)	2006

Quality of Textbooks

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

Quality of Textbooks		2017-18 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	



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2017-18 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	5/13/2017	
Date of the most recent completion of the inspection form	5/13/2017	

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 2017-18 school year. Maintenance items will be prioritized so that student safety is not compromised.

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 and the custodial supervisor work with the site 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 multipurpose room. Four portables 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 8-10 computers and Chromebook carts with 40 Chromebooks in each pod. 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 in the day and evening. Morse Elementary continues to maintain spotless facilities throughout the campus.

Morse maintains effective security procedures by securing the campus perimeter daily. 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. Administration along with the school's lead custodian regularly walk the campus and discuss any work orders that need to be submitted for repairs of the school. In addition, Morse daily custodial procedures provide timely maintenance in addition to maintaining the cleanliness and attractive appearance of the campus and classrooms.

School Description

Morse Elementary School has served students and the community for more than 50 years. Children from the suburban community who attend Morse develop a deep love of learning. 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." Morse is a place 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 California's diverse population.

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 professional learning communities to evaluate student work and assess learning toward meeting the end-of-the-year expectations, which guides further instruction. In addition, professional development and collaboration occur 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

Continued on page 10

School Description

Continued from page 9

Today, Morse glows as it incorporates all the facets of a California Distinguished School and a Title I Academic Achievement School. Walking through the classrooms, it is evident that students are exposed to a print-rich technological environment. At Morse, students have the opportunity to participate in curriculum that enhances learning and explores new ideas in a language rich environment where students are taught to communicate their understanding and the importance of education for all in our society.



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	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	
	FTE
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	3.95
Psychologist	0.20
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	1.00
Other	FTE
Title I coordinator	1.00

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.

Teacher Credential Information	Three-Year Data			
	PYLUUSD	Morse Avenue ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	1,103	19	19	19
Without a full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	0	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 that 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	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0



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

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-price lunch participation rates to provide additional services
- Title III federal funding: For English learners

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 first-come, first-served 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.

Financial Data

The financial data displayed in this SARC is from the 2015-16 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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		2015-16 Fiscal Year
	PYUSD	Similar Sized District
Beginning teacher salary	\$44,188	\$47,808
Midrange teacher salary	\$81,921	\$73,555
Highest teacher salary	\$102,774	\$95,850
Average elementary school principal salary	\$117,581	\$120,448
Average middle school principal salary	\$125,626	\$125,592
Average high school principal salary	\$135,431	\$138,175
Superintendent salary	\$255,732	\$264,457
Teacher salaries: percentage of budget	39%	35%
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		2015-16 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Morse Avenue ES	\$4,848	\$81,255
PYUSD	\$7,202	\$82,486
California	\$6,574	\$79,228
School and district: percentage difference	-32.7%	-1.5%
School and California: percentage difference	-26.3%	+2.6%

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	
2015-16 Fiscal Year	
Total expenditures per pupil	\$5,555
Expenditures per pupil from restricted sources	\$707
Expenditures per pupil from unrestricted sources	\$4,848
Annual average teacher salary	\$81,255



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.



Data for this year's SARC was provided by the California Department of Education and 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://dq.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.

All data accurate as of November 2017.

School Accountability Report Card

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