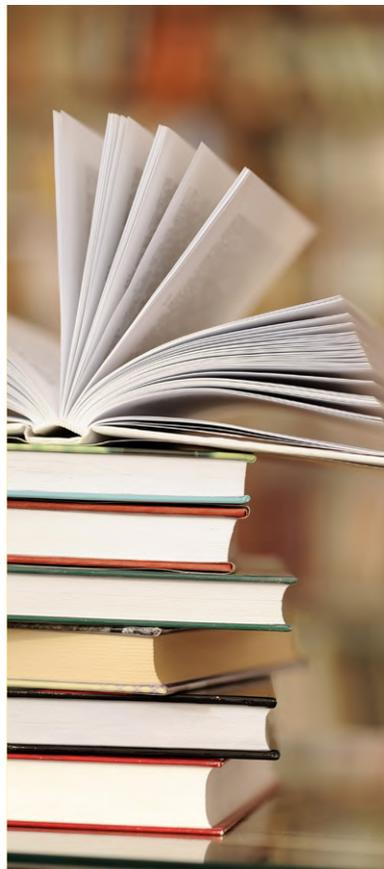


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Morse Avenue Elementary School

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

Grades PK-6
CDS Code 30-66647-6030050

Tonya Gordillo
Principal
tgordillo@pylusd.org

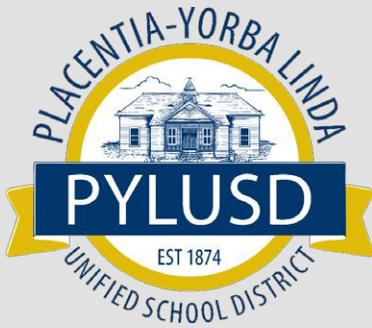
431 East Morse Avenue
Placentia, CA 92870
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<http://morseschool.net>

Para español, visita
www.pylusd.org

Placentia-Yorba Linda Unified School District

1301 E. Orangethorpe Avenue Placentia, CA 92870 ▪ (714) 986-7000 ▪ www.pylusd.org



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



Governing Board

Carrie Buck, President
Eric Padget, Vice President
Judi Carmona, Clerk
Karin Freeman, Trustee
Carol Downey, Trustee



Superintendent's Message

Dear PYLUSD Families,

On behalf of our Board of Education, I want to wish you and your family an exciting and successful start to the 2018-19 school year in the Placentia-Yorba Linda Unified School District. Before our first day of classes on August 28, I would like to take a moment to share a few of our district's ongoing safety and wellness initiatives that are squarely focused on our students, staff members, families and facilities.

Just before the end of last school year, I shared a letter with our school community regarding the implementation of an electronic visitor management system at all PYLUSD school sites. The goal was for that system to be in place as we start this new school year. Throughout the district, we will refer to this new system as SAM, which stands for School Access Management. I am pleased to report that the system has been installed at each school site. SAM will enhance school security by reading the driver's license, or other approved form of identification, of each visitor while automatically comparing it to California Megan's Law and similar databases nationwide. The new system also has the ability to compare each visitor's identification information against any safety-related family court orders that a school site may need to support.

The office management system will generate and print a temporary ID badge that includes the photo and name of the visitor, the date and time, and the destination on campus. SAM is designed to permanently replace paper sign-in procedures, and will serve as one of many great supports in helping protect our campuses and, most importantly, our students and staff. If you have any specific questions, your school site administrative team will be sure to help. To learn more about SAM, please visit www.pylusd.org/SAM/.

To continue our focus on safety, this summer the district installed security cameras and equipment at our four comprehensive high schools and one continuation high school in various public areas. This includes areas such as building entrances, parking lots, hallways, front offices and more. Please note, the security cameras will be utilized in public areas where there is "no reasonable expectation of privacy." The cameras were not installed in private areas such as classrooms, restrooms, locker rooms, changing areas, or private offices, and may not be monitored at all times. In addition, new fencing systems continue to be installed at many of our schools to help maintain the flow and safety of our students during the school day, and to add an extra layer of support in securing our campus facilities.

The wellness of our student athletes has also been a point of emphasis this summer. Starting with our fall season of sport, we will now provide all high school student athletes pre- and post-concussion testing at no cost to our families. ImPACT Applications provide the test, which is an evidence-based tool that will help in the concussion management and wellness of our students. Thousands of K-12 schools, universities and colleges use the tool. In PYLUSD, participating students will be administered a computer-based, pre-concussion test designed to assess visual and verbal memory, reaction time and processing speed. The goal of the concussion testing is to provide the medical providers of our families with additional objective data to assist in the treatment planning of students as they return to the classroom and their sport.

Lastly, summer break also afforded essential time to focus on the important work surrounding student wellness and mental health. Our Wellness Team, under the direction of Deputy Superintendent Candy Plahy, identified and analyzed gaps in the well-established student wellness and mental health services provided by the district. As a result, recommendations were made to increase supports at all of our schools with the hiring of a Board Certified Behavior Analyst (BCBA), as well as Registered Behavior Technicians (RBT), Wellness Specialists, and additional Intern Psychologists. These individuals will now provide counseling, guidance, and behavioral support to students both in and out of the classroom.

Phew! As you can tell, a great deal of meaningful work took place over summer break in order to enhance, develop, and implement the safety and wellness initiatives in support of our students. These efforts truly embody the district's four Core Values of Excellence, Collaboration, Integrity, and Innovation. I want to sincerely thank you for your support as we work to always be the very best for our students, staff members, families and community. Happy new school year, PYLUSD ... It is sure to be our best year yet!

Warm Regards,

Gregory S. Plutko, Ed.D.

Superintendent of Schools

Placentia-Yorba Linda Unified School District

gplutko@plyusd.org

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.

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 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.

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.

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.

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

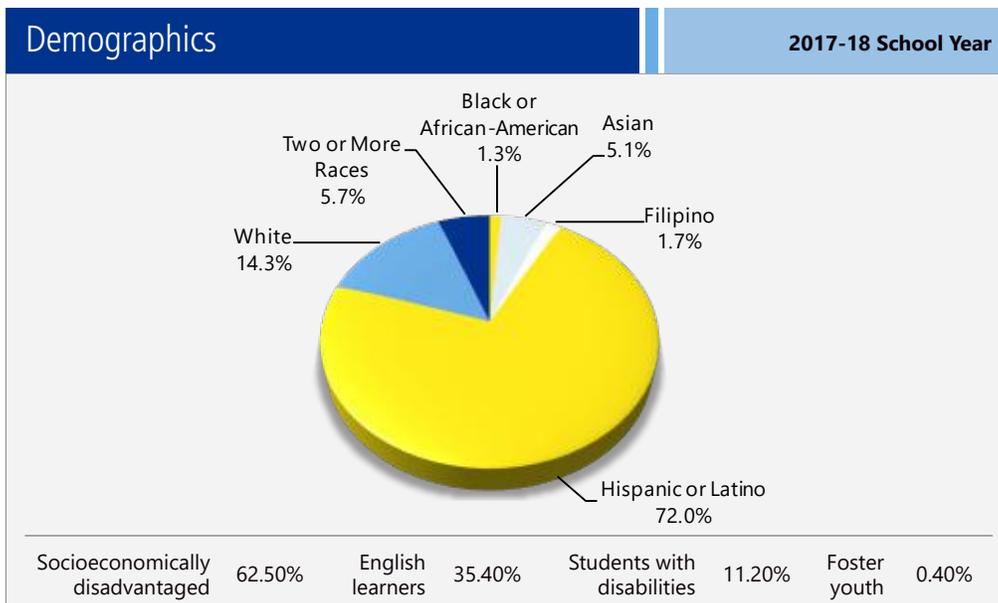
We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

School 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.

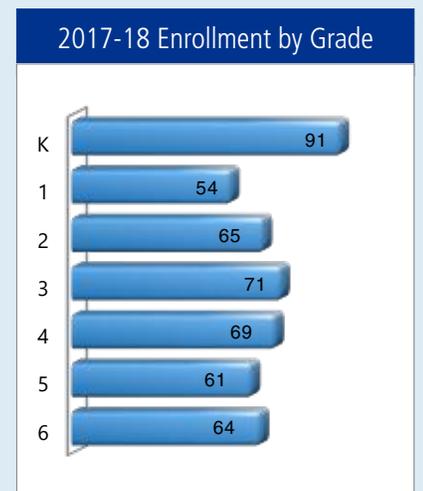
Enrollment by Student Group

The total enrollment at the school was 475 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 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—parents, administrators, 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 committee reviews and updates the safety plan annually and it is 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:

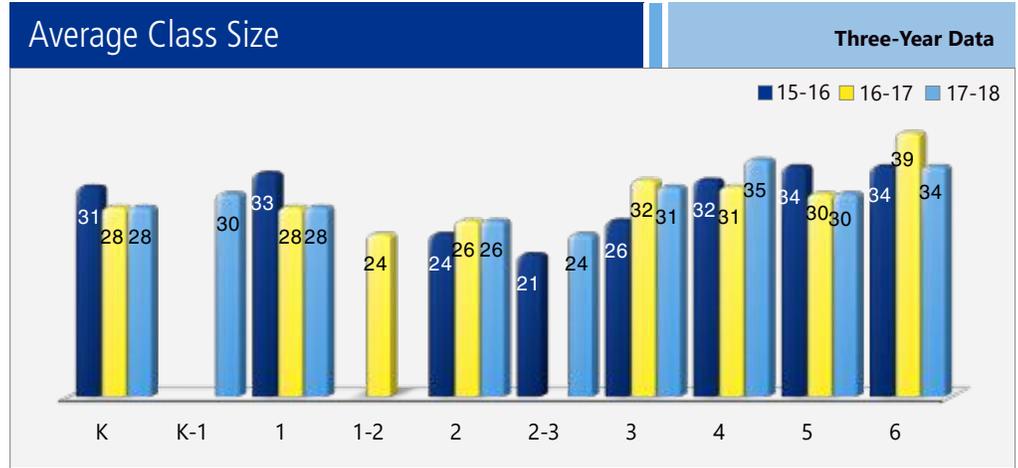
- A safe teaching and learning environment for all
- Students are taught safety expectations when traveling to and from school or school activities
- District programs and community resources are made available to all
- An educational environment where students, parents, staff and community shall effectively 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 2018.



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	2015-16			2016-17			2017-18		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2			2	
K-1								1	
1		1	1		2			1	
1-2					1				
2		2			2			2	
2-3	1							1	
3		2			2			2	
4		2			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.

Suspensions and Expulsions

Three-Year Data

	Morse Avenue ES			PYLUSD			California		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspension rates	0.6%	0.8%	1.0%	2.6%	2.6%	2.8%	3.7%	3.6%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%

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

The 2016–17 and 2017–18 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 California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Morse Avenue ES		PYLUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

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	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	47%	56%	67%	68%	48%	50%
Mathematics	40%	44%	59%	59%	37%	38%

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.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Morse Avenue ES
		Grade 5
Four of six standards		15.50%
Five of six standards		25.90%
Six of six standards		36.20%

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 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 mathematics 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 Results by Student Group: English Language Arts and Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	270	265	98.15%	55.85%
Male	141	137	97.16%	54.01%
Female	129	128	99.22%	57.81%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	13	100.00%	92.31%
Filipino	❖	❖	❖	❖
Hispanic or Latino	205	200	97.56%	50.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	30	30	100.00%	63.33%
Two or more races	16	16	100.00%	75.00%
Socioeconomically disadvantaged	183	179	97.81%	48.04%
English learners	119	114	95.80%	40.35%
Students with disabilities	27	27	100.00%	37.04%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	270	270	100.00%	44.07%
Male	141	141	100.00%	41.13%
Female	129	129	100.00%	47.29%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	13	100.00%	100.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	205	205	100.00%	36.59%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	30	30	100.00%	53.33%
Two or more races	16	16	100.00%	68.75%
Socioeconomically disadvantaged	183	183	100.00%	32.79%
English learners	119	119	100.00%	27.73%
Students with disabilities	27	27	100.00%	25.93%
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.

Textbooks and Instructional Materials

The deputy superintendent 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 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 materials 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 deputy superintendent. The deputy 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 2018. English language arts (ELA) and English language development (ELD) textbooks were adopted in the spring of 2017 and were chosen from the state-approved list. Textbook content aligns within the curriculum frameworks adopted by the State Board of Education. The California State Science Framework and the Next Generation Science Standards (NGSS) were adopted in 2016. NGSS aligned science textbooks will be available for preview in the spring of 2018, for a possible pilot during the 2019-20 school year. The District Curriculum Council may then recommended textbooks for adoption in the spring of 2020, and implementation in 2020-21.

Textbooks and Instructional Materials List		2018-19 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	Houghton Mifflin Harcourt California Collections, Houghton Mifflin Harcourt (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		2018-19 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	

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

2018-19 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

2018-19 School Year

Data collection date	9/11/2018
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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-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.

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.

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

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 9

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		2018-19 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	5/9/2018	
Date of the most recent completion of the inspection form	5/9/2018	

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 2018-19 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 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.

Professional Development

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.

2018-19: PYLUSD facilitates professional development in a variety of innovative ways to positively impact classroom instruction. In late August, prior to the return of students, all K-12 teachers participated in a half-day of professional development with Dr. Kate Kinsella. The primary focus of training was academic vocabulary for all students, as well as five specific Instructional Routines (5 for All) to support students in the acquisition of academic vocabulary and increased academic achievement across all subject areas. Teachers continue to receive training on 5 for All through onsite professional development, Instructional Routine modules and classroom observations.

Many professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2018-19, specific professional development emphasis has been placed on the adopted ELA/ELD materials Benchmark Advance (K-5), Collections (6-8) and Study Sync (9-12). Other areas of focus include integrated and designated ELD, transitioning toward NGSS, Universal Design for Learning (UDL), WICOR (AVID Strategies) and technology. Districtwide training on 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, Student Study Team (SST) and Positive Behavioral Interventions and Supports (PBIS) are also provided to teachers. In addition to content specific professional development, Educational Services supports the training of teachers on Professional Learning Communities (PLCs) and working in collaborative teams, the International Baccalaureate Program and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. 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 collaborative team meetings by grade level and department.

School Description

Continued from page 8

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, student 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.



Types of Services Funded

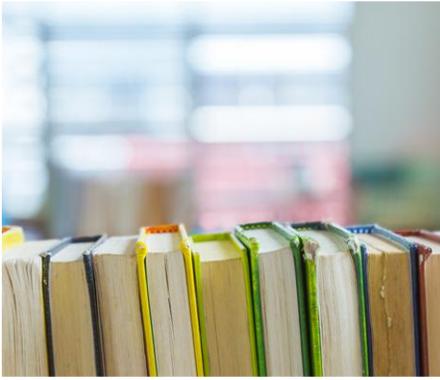
In addition to school site budgets, our school also receives the following supplemental funding.

- 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

Professional Development Days

Three-Year Data

	2016-17	2017-18	2018-19
Morse Avenue ES	0.5 days	0.5 days	0.5 days



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	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral counselor	0.0
Career development counselor	0.0
Library media teacher (librarian)	0.5
Library media services staff (paraprofessional)	0.0
Psychologist	0.2
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	1.0

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			
	PYLUSD	Morse Avenue ES		
Teachers	18-19	16-17	17-18	18-19
With a full credential	1,060	19	19	18
Without a full credential	5	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	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

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 Adriana Larios at MorseElementaryPTA@gmail.com.

Financial Data

The financial data displayed in this SARC is from the 2016-17 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.

Salary Data	2016-17 Fiscal Year	
	PYLUUSD	Similar Sized District
Beginning teacher salary	\$44,188	\$47,903
Midrange teacher salary	\$81,921	\$74,481
Highest teacher salary	\$102,774	\$98,269
Average elementary school principal salary	\$115,316	\$123,495
Average middle school principal salary	\$117,673	\$129,482
Average high school principal salary	\$134,603	\$142,414
Superintendent salary	\$297,000	\$271,429
Teacher salaries: percentage of budget	37%	35%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

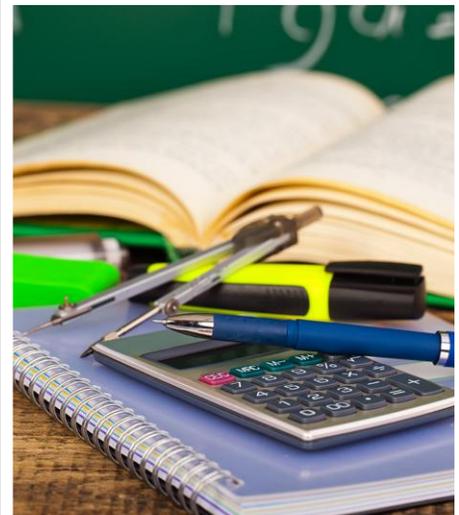
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Morse Avenue ES	\$5,235	\$86,797
PYLUUSD	\$7,712	\$83,938
California	\$7,125	\$80,764
School and district: percentage difference	-32.1%	+3.4%
School and California: percentage difference	-26.5%	+7.5%

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	
2016-17 Fiscal Year	
Total expenditures per pupil	\$6,255
Expenditures per pupil from restricted sources	\$1,020
Expenditures per pupil from unrestricted sources	\$5,235
Annual average teacher salary	\$86,797



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.

Morse Avenue Elementary School



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 December 2018.

School Accountability Report Card

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