

A.H. Morgan Elementary School

1571 N. Sycamore Ave. • Rialto, CA 92376 • (909) 820-7884 • Grades K-5

Alex Vara, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Rialto Unified School District

182 East Walnut Ave.
Rialto, CA 92376
(909) 820-7700
www.rialto.k12.ca.us

District Governing Board

Nancy G. O'Kelley, President
Dina Walker, Vice President
Joseph W. Martinez, Clerk
Joseph Ayala, Member
Edgar Montes, Member
Natalie Baca, Student Member

District Administration

Dr. Cuauhtémoc Avila
Superintendent
Dr. Cuauhtémoc Avila
Superintendent
Dr. Edward D'Souza
Associate Superintendent
Secondary Instruction

Jasmin Valenzuela
Associate Superintendent
Elementary Instruction

Thomas Haldorsen
Associate Superintendent
Personnel Services

Syeda Jafri
Director of Communication
Services

Mohammad Z. Islam
Associate Superintendent, Business
Services

Gordon Leary
Chief,
Educational Safety & Security

Beth Ann Scantlebury
Chief Technology Officer,
Information Technology

Principal's Message

The Morgan Elementary School staff continues to emphasize the importance of a well-balanced academic program. We are dedicated to provide every student with opportunities for success and doing what is best for each of them.

Parents/Guardians and community members are essential to our school program. We encourage our parents/guardians to participate actively in their children's education by attending school functions, volunteering in the classroom, communicating regularly with their children's teacher, joining our PTO, and making sure their children get to school on time.

We encourage all parents/guardians to read with their children on a daily basis. Research shows that children who read at home everyday with their parent/guardian are more successful in school.

Community & School Profile

Nestled below the San Bernardino Mountains, the City of Rialto lies in the west portion of the San Bernardino Valley, due west of the County Seat. Rialto is sixty miles to the east of Los Angeles and 103 miles north of San Diego.

Rialto Unified School District served 25,957 students in grades kindergarten through twelve during the 2014-15 school year. Comprised of 19 elementary schools, five middle schools, three traditional high schools, one alternative high school, one continuation high school, and a community day school, the district offers instruction on both traditional and year-round schedules.

Located in northern Rialto, Morgan Elementary School operates on a year-round, single-track schedule. The school served 470 kindergarten through fifth grade students during the 2014-15 school year.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (909) 820-7884 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 113 |
| Grade 1 | 103 |
| Grade 2 | 94 |
| Grade 3 | 86 |
| Grade 4 | 100 |
| Grade 5 | 93 |
| Total Enrollment | 589 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 14.6 |
| Asian | 0.5 |
| Filipino | 0.2 |
| Hispanic or Latino | 80.6 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 2 |
| Two or More Races | 1.5 |
| Socioeconomically Disadvantaged | 81.2 |
| English Learners | 27.8 |
| Students with Disabilities | 7.8 |
| Foster Youth | 2.4 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials | | | |
|--|-------|-------|-------|
| A.H. Morgan Elementary School | 13-14 | 14-15 | 15-16 |
| With Full Credential | 18 | 23 | 23 |
| Without Full Credential | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Rialto Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | 0 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| A.H. Morgan Elementary School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 99.3 | 0.8 |
| High-Poverty Schools | 99.3 | 0.8 |
| Low-Poverty Schools | 0.0 | 0.0 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Pursuant to the settlement of Williams vs. the State of California, Rialto Unified School District held a public hearing to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is September 11, 2013.

All students, including English Learners, are given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district are aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The table displays information collected in November 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Textbooks and Instructional Materials | |
|--|--|
| Year and month in which data were collected: June 2014 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | <p>Houghton Mifflin Reading (1.1 Stu. ed.) Here We Go [Book] ISBN: 0-618-15158-3 \$19.16 Houghton Mifflin 2002 California Grades: First Adopted 4/15/2002 for First Grade</p> <p>Houghton Mifflin Reading (1.2 Stu. ed.) Let's Be Friends [Book] ISBN: 0-618-15160-5 \$20.00 Houghton Mifflin 2002 California Grades: First Adopted 4/15/2002 for First Grade</p> <p>Houghton Mifflin Reading (1.3 Stu. ed.) Surprises [Book] ISBN: 0-618-15713-1 \$22.35 Houghton Mifflin 2002 California Grades: First Adopted 4/15/2002 for First Grade</p> <p>Houghton Mifflin Reading (1.4 Stu. ed.) Treasures [Book] ISBN: 0-618-15714-X \$23.00 Houghton Mifflin 2002 California Grades: First Adopted 4/15/2002 for First Grade</p> <p>Houghton Mifflin Reading (1.5 Stu. ed.) Wonders [Book] ISBN: 0-618-15715-8 \$23.00 Houghton Mifflin 2002 California Grades: First Adopted 4/15/2002 for First Grade</p> <p>Houghton Mifflin Reading (2.1 Stu. ed.) Adventures [Book] ISBN: 0-618-15716-6 \$31.95 Houghton Mifflin 2002 California Grades: Second Adopted 4/15/2002 for Second Grade</p> <p>Houghton Mifflin Reading (2.2 Stu. ed.) Delights [Book] ISBN: 0-618-15717-4 \$32.00 Houghton Mifflin 2002 California Grades: Second Adopted 4/15/2002 for Second Grade</p> <p>Houghton Mifflin Reading (3.1 Stu. ed.) Rewards [Book] ISBN: 0-618-15718-2 \$32.00 Houghton Mifflin 2002 California Grades: Third Adopted 4/15/2002 for Third Grade</p> <p>Houghton Mifflin Reading (3.2 Stu. ed.) [Book] ISBN: 0-618-15719-0 \$32.00 Houghton Mifflin 2002 California Grades: Third</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|----------------------|--|
| | <p>Adopted 4/15/2002 for Third Grade</p> <p>Houghton Mifflin Reading (4th PE) [Book] ISBN: 0-618-15720-4 \$46.66 Houghton Mifflin 2002 California Grades: Fourth Adopted 4/15/2002 for Fourth Grade</p> <p>Houghton Mifflin Reading (K- TE) [Book] ISBN: 0-618-17716-7 \$143.11 Houghton Mifflin 2001 California State / Textbook ID: RUSD Grades: Kindergarten Adopted 4/15/2002 for Kindergarten</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Mathematics | <p>HMH: CA Go Math! (CC), Grade 1 [Book] HOUGHTON MIFFLIN HARCOURT ISBN: 978-0-544-20383-9 \$9.00 HOUGHTON MIFFLIN HARCOURT 2015 1st Grades: 01-01 Common Core</p> <p>HMH: CA Go Math! (CC), Grade 2 [Book] HOUGHTON MIFFLIN HARCOURT ISBN: 978-0-544-20391-4 HOUGHTON MIFFLIN HARCOURT 2015 1st Grades: 02-02 Common Core</p> <p>HMH: CA Go Math! (CC), Grade 3 [Book] HOUGHTON MIFFLIN HARCOURT ISBN: 978-0-544-20397-6 HOUGHTON MIFFLIN HARCOURT 2015 1st Grades: 03-03 Common Core</p> <p>HMH: CA Go Math! (CC), Grade 4 [Book] HOUGHTON MIFFLIN HARCOURT ISBN: 978-0-544-20405-8 HOUGHTON MIFFLIN HARCOURT 2015 1st Grades: 04-04 Common Core</p> <p>HMH: CA Go Math! (CC), Grade 5 [Book] HOUGHTON MIFFLIN HARCOURT ISBN: 978-0-544-20408-9 HOUGHTON MIFFLIN HARCOURT 2015 1st Grades: 05-05 Common core</p> <p>HMH: CA Go Math! (CC), Grade K [Book] Larson, Matthew R., Juli K. Dixon, et al. ISBN: 978-0-544-20379-2 \$9.00 HOUGHTON MIFFLIN HARCOURT 2015 1st Grades: K-K Common Core</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------|--|
| Science | <p>California Science (Grade 1) [Book] ISBN: 0-02-284375-2 \$41.73 Macmillan/McGraw-Hill 2008 Student Edition Grades: 1 Adopted June 13, 2007 for First Grade</p> <p>California Science (Grade 2) [Book] ISBN: 0-02-284376-0 \$41.73 Macmillan/McGraw-Hill 2008 Student Edition Grades: 2 Adopted June 13, 2007 for Second Grade</p> <p>California Science (Grade 3) [Book] ISBN: 0-02-284377-9 \$47.51 Macmillan/McGraw-Hill 2008 Student Edition Grades: 3 Adopted June 13, 2007 for Third Grade</p> <p>California Science (Grade 4) [Book] ISBN: 0-02-284378-7 \$48.00 Macmillan/McGraw-Hill 2008 Student Edition Grades: 04 Adopted June 13, 2007 for Fourth Grade</p> <p>California Science (Grade 5) [Book] ISBN: 0-02-284379-5 \$51.36 Macmillan/McGraw-Hill 2008 Student Edition Grades: 5 Adopted June 13, 2007 for Fifth Grade</p> <p>California Science (Grade K) Flipbook [Graphic] ISBN: 0-02-284426-0 \$426.93 MacMillan, McGraw Hill 2008 Teacher Materials Grades: K Adopted June 13, 2007 for Kindergarten</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| History-Social Science | <p>Learn & Work: Grade K Teacher Resource Package [Mixed] ISBN: 1-41823551-2 \$700.00 SCOTT, FORESMAN AND COMPANY 2006 California Grades: K Adopted June 28, 2006 for Kindergarten</p> <p>Our California: Grade 4 Teacher Resource Package [Mixed] ISBN: 1-41823469-9 \$1,000.00 SCOTT, FORESMAN AND COMPANY 2006 California Grades: 4 Adopted June 28, 2006 for Fourth Grade</p> <p>Our Communities: Grade 3 Teacher Resource Package [Mixed] ISBN: 1-41823466-4 \$900.00 SCOTT, FORESMAN AND COMPANY 2006 California Grades: 3 Adopted June 28, 2006 for Third Grade</p> <p>Our Nation: Grade 5 Teacher Resource Package [Mixed] ISBN: 1-41823472-9 \$1,200.00 SCOTT, FORESMAN AND COMPANY 2006 California Grades: 5 Adopted June 28, 2006 for Fifth Grade</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|----------------------|--|
| | <p>Then & Now: Grade 2 Teacher Resource Package [Mixed] ISBN: 1-41823463-X \$800.00 SCOTT, FORESMAN AND COMPANY 2006 California Grades: 2 Adopted June 28, 2006 for Second Grade</p> <p>Time & Place: Grade 1 Teacher Resource Package [Mixed] ISBN: 1-41823460-5 \$800.00 SCOTT, FORESMAN AND COMPANY 2006 California Grades: 1 Adopted June 28, 2006 for First Grade</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Foreign Language | <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Health | <p>Health & Wellness: 3rd Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280602-4 \$43.23 Macmillan/McGraw-Hill 2006 California Grades: 3 Adopted 5/2005 for Third Grade</p> <p>Health & Wellness: 4th Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280603-2 \$43.23 Macmillan/McGraw-Hill 2006 California Grades: 4 Adopted 5/2005 for Fourth Grade</p> <p>Health & Wellness: 5th Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280604-0 \$43.23 Macmillan/McGraw-Hill 2006 California Grades: 5 Adopted 5/2005 for Fifth Grade</p> <p>Health & Wellness Big Ideas Book 1st grade [Book] ISBN: 0-02-281478-7 \$72.80 Macmillan/McGraw-Hill 2006 California Grades: 1 Adopted 5/2005 for First Grade</p> <p>Health & Wellness Big Ideas Book 2nd grade [Book] ISBN: 0-02-281479-5 \$72.80 Macmillan/McGraw-Hill 2006 California Grades: 2 Adopted 5/2005 for Second Grade</p> <p>Health & Wellness Big Ideas Book Kindergarten [Book] ISBN: 0-02-280390-4 \$72.80 Macmillan/McGraw-Hill 2006 California Big Book Grades: K Adopted 5/2005 for Kindergarten</p> <p>Health & Wellness Life Skills Book 1st grade [Book] ISBN: 0-02-281482-5 \$72.80 Macmillan/McGraw-Hill 2006 California Grades: 1 Adopted 5/2005 for First Grade</p> <p>Health & Wellness Life Skills Book 2nd grade [Book] ISBN: 0-02-281483-3 \$72.80</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|----------------------|--|
| | <p>Macmillan/McGraw-Hill 2006 California Grades: 2 Adopted 5/2005 for Second Grade</p> <p>Health & Wellness Life Skills Book Kindergarten [Book] ISBN: 0-02-281481-7 \$72.80 Macmillan/McGraw-Hill 2006 California Big Book Grades: K Adopted 5/2005 for Kindergarten</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |

School Facility Conditions and Planned Improvements (Most Recent Year)

Morgan Elementary School, originally constructed in 1961, was thoroughly modernized in 1999. The campus is currently comprised of 21 permanent classrooms, seven portable classrooms, a conference room, an administrative office building, a cafeteria/multipurpose room, a library, one staff lounge, one staff workroom, a parent center, and two playgrounds. At the time of publication, 100% of all restrooms were in working condition. The chart displays the results of the most recent school facilities inspection as of December 2014. Any deficiencies listed in the chart are added to the work order process when time and funding is available.

School Safety

The safety of students and staff is a primary concern of Morgan Elementary School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators. To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2012; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Disaster procedures/routine & emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress & egress of pupils, parents/guardians, & school employees

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and code yellow are held monthly.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Rialto Unified School District to ensure that school grounds and facilities remain in excellent repair. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Facility Improvements / Deferred Maintenance

The district has a five year, Deferred Maintenance Plan designed to address expenditures for major repair or replacement of existing school building components and any needed Facility Improvements. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/15/15

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
| | Good | Fair | Poor | | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | | |
| Interior: Interior Surfaces | X | | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | | |
| Electrical: Electrical | X | | | | Light ballast (remedied 10/20/15) (kinder/K 1-2) |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | | Loose toilet seat, sink (remedied 10/20/15) (student restrooms) |
| Safety: Fire Safety, Hazardous Materials | X | | | | |
| Structural: Structural Damage, Roofs | X | | | | Loose hand rails C-8,9 (remedied 10/20/15) (portables C 8-10) |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | |
| Overall Rating | Exemplary | Good | Fair | Poor | |
| | | X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 27 | 28 | 44 |
| Math | 20 | 17 | 33 |

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

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 46 | 60 | 43 | 50 | 54 | 49 | 59 | 60 | 56 |

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 17.40 | 22.80 | 15.20 |

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

2014-15 CAASPP Results by Student Group

| Group | Percent of Students Scoring at Proficient or Advanced |
|-------------------------------------|---|
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 49 |
| All Student at the School | 43 |
| Male | 47 |
| Female | 40 |
| Black or African American | 23 |
| Asian | -- |
| Hispanic or Latino | 48 |
| Native Hawaiian or Pacific Islander | -- |
| White | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | 30 |
| Students with Disabilities | 43 |
| Foster Youth | -- |

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

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 87 | 84 | 96.6 | 43 | 33 | 20 | 4 |
| | 4 | 101 | 98 | 97.0 | 53 | 22 | 13 | 11 |
| | 5 | 95 | 92 | 96.8 | 48 | 18 | 25 | 8 |
| Male | 3 | | 44 | 50.6 | 41 | 39 | 16 | 5 |
| | 4 | | 54 | 53.5 | 67 | 17 | 11 | 6 |
| | 5 | | 46 | 48.4 | 63 | 17 | 15 | 4 |
| Female | 3 | | 40 | 46.0 | 45 | 28 | 25 | 3 |
| | 4 | | 44 | 43.6 | 36 | 30 | 16 | 18 |
| | 5 | | 46 | 48.4 | 33 | 20 | 35 | 11 |
| Black or African American | 3 | | 16 | 18.4 | 38 | 31 | 25 | 6 |
| | 4 | | 18 | 17.8 | 61 | 28 | 0 | 11 |
| | 5 | | 20 | 21.1 | 45 | 15 | 40 | 0 |
| Asian | 3 | | 1 | 1.1 | -- | -- | -- | -- |
| | 5 | | 1 | 1.1 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 63 | 72.4 | 48 | 33 | 17 | 2 |
| | 4 | | 78 | 77.2 | 53 | 22 | 14 | 12 |
| | 5 | | 67 | 70.5 | 48 | 19 | 22 | 9 |
| Native Hawaiian or Pacific Islander | 3 | | 1 | 1.1 | -- | -- | -- | -- |
| | 5 | | 1 | 1.1 | -- | -- | -- | -- |

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| White | 3 | | 1 | 1.1 | -- | -- | -- | -- |
| | 4 | | 2 | 2.0 | -- | -- | -- | -- |
| | 5 | | 3 | 3.2 | -- | -- | -- | -- |
| Two or More Races | 3 | | 2 | 2.3 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 73 | 83.9 | 42 | 33 | 21 | 4 |
| | 4 | | 85 | 84.2 | 55 | 21 | 14 | 9 |
| | 5 | | 77 | 81.1 | 47 | 17 | 26 | 9 |
| English Learners | 3 | | 21 | 24.1 | 38 | 43 | 19 | 0 |
| | 4 | | 20 | 19.8 | 70 | 25 | 5 | 0 |
| | 5 | | 25 | 26.3 | 64 | 28 | 8 | 0 |
| Students with Disabilities | 3 | | 7 | 8.0 | -- | -- | -- | -- |
| | 4 | | 7 | 6.9 | -- | -- | -- | -- |
| | 5 | | 14 | 14.7 | 100 | 0 | 0 | 0 |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 87 | 83 | 95.4 | 45 | 24 | 28 | 4 |
| | 4 | 101 | 98 | 97.0 | 54 | 33 | 10 | 3 |
| | 5 | 95 | 92 | 96.8 | 55 | 27 | 10 | 8 |
| Male | 3 | | 44 | 50.6 | 45 | 23 | 27 | 5 |
| | 4 | | 54 | 53.5 | 61 | 31 | 6 | 2 |
| | 5 | | 46 | 48.4 | 57 | 24 | 11 | 9 |
| Female | 3 | | 39 | 44.8 | 44 | 26 | 28 | 3 |
| | 4 | | 44 | 43.6 | 45 | 34 | 16 | 5 |
| | 5 | | 46 | 48.4 | 54 | 30 | 9 | 7 |
| Black or African American | 3 | | 16 | 18.4 | 38 | 25 | 38 | 0 |
| | 4 | | 18 | 17.8 | 50 | 39 | 11 | 0 |
| | 5 | | 20 | 21.1 | 55 | 40 | 0 | 5 |

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Asian | 3 | | 1 | 1.1 | -- | -- | -- | -- |
| | 5 | | 1 | 1.1 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 62 | 71.3 | 50 | 24 | 24 | 2 |
| | 4 | | 78 | 77.2 | 56 | 31 | 9 | 4 |
| | 5 | | 67 | 70.5 | 55 | 25 | 10 | 9 |
| Native Hawaiian or Pacific Islander | 3 | | 1 | 1.1 | -- | -- | -- | -- |
| | 5 | | 1 | 1.1 | -- | -- | -- | -- |
| White | 3 | | 1 | 1.1 | -- | -- | -- | -- |
| | 4 | | 2 | 2.0 | -- | -- | -- | -- |
| | 5 | | 3 | 3.2 | -- | -- | -- | -- |
| Two or More Races | 3 | | 2 | 2.3 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 73 | 83.9 | 48 | 23 | 25 | 4 |
| | 4 | | 85 | 84.2 | 55 | 33 | 9 | 2 |
| | 5 | | 77 | 81.1 | 56 | 27 | 9 | 8 |
| English Learners | 3 | | 21 | 24.1 | 43 | 24 | 29 | 5 |
| | 4 | | 20 | 19.8 | 75 | 25 | 0 | 0 |
| | 5 | | 25 | 26.3 | 68 | 28 | 4 | 0 |
| Students with Disabilities | 3 | | 7 | 8.0 | -- | -- | -- | -- |
| | 4 | | 7 | 6.9 | -- | -- | -- | -- |
| | 5 | | 14 | 14.7 | 93 | 7 | 0 | 0 |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents/Guardians and the community are very supportive of the educational program at Morgan Elementary School. Parents/Guardians are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils. Morgan Elementary School also receives support and donations from various local businesses and service organizations including, but not limited to: WalMart, Target, Hometown Buffet, Carl's Jr., Jack-in-the-Box and Sizzler.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern of every School site. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2015; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress & egress of pupils, parents/guardians, & school employees
- Disaster procedures/routine & emergency drills

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and intruder on campus are held monthly.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 8.61 | 1.40 | 3.37 |
| Expulsions Rate | 0.00 | 0.00 | 0.00 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 7.22 | 8.53 | 5.74 |
| Expulsions Rate | 0.15 | 0.17 | 0.00 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

D. Other SARC Information

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

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | Yes | Yes | Yes |
| Met Attendance Rate | Yes | Yes | Yes |
| Met Graduation Rate | N/A | Yes | Yes |

| 2015-16 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2013-2014 | 2004-2005 |
| Year in Program Improvement | Year 1 | Year 3 |
| Number of Schools Currently in Program Improvement | 16 | |
| Percent of Schools Currently in Program Improvement | 66.7 | |

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Grade | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| K | 23 | 26 | 25 | 1 | 1 | | 3 | 3 | 5 | | | |
| 1 | 29 | 32 | 31 | | | | 3 | 2 | 3 | | | |
| 2 | 28 | 30 | 27 | | | | 3 | 3 | 3 | | | |
| 3 | 29 | 29 | 25 | | | 1 | 3 | 3 | 3 | | | |
| 4 | 21 | 29 | 33 | 1 | | | 2 | 3 | | | | 3 |
| 5 | 19 | 34 | 23 | 2 | | 1 | | | 2 | 2 | 2 | 1 |

| Academic Counselors and Other Support Staff at this School | |
|--|-------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | |
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | 0.875 |
| Psychologist | .25 |
| Social Worker | |
| Nurse | .25 |
| Speech/Language/Hearing Specialist | .75 |
| Resource Specialist | 0 |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

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

Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession," which include the following: Engaging and Supporting all Students in Learning; Understanding and Organizing Subject Matter for Student Learning; Assessing Student Learning; Creating and Maintaining Effective Environments for Student Learning; Planning Instruction and Designing Learning Experiences for all Students; and Developing as a Professional Educator.

Due to the state fiscal crisis, additional funding from the State of California that would provide an opportunity to offer district-wide professional development through "Buy Back Days" has not been available for the past four years. Rialto Unified School District (RUSD) has worked within the state fiscal crisis to provide an alternative plan of action for staff development, and has established a comprehensive District-wide Professional Development Center (PDC). The PDC provides ongoing staff development in a variety of formats throughout the school year (i.e. during the school day with substitutes provided, after school, on-site, weekends, and during instructional breaks). In collaboration with the PDC, teachers have access to online videos and resources as additional professional development support.

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$45,996 | \$43,165 |
| Mid-Range Teacher Salary | \$70,584 | \$68,574 |
| Highest Teacher Salary | \$91,139 | \$89,146 |
| Average Principal Salary (ES) | \$104,012 | \$111,129 |
| Average Principal Salary (MS) | \$111,119 | \$116,569 |
| Average Principal Salary (HS) | \$114,459 | \$127,448 |
| Superintendent Salary | \$240,600 | \$234,382 |
| Percent of District Budget | | |
| Teacher Salaries | 38% | 38% |
| Administrative Salaries | 5% | 5% |

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

Types of Services Funded

- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting
- Title III, LEP Student Program
- Title IV, Part A, Safe and Drug Free Schools and Communities
- Title V, Innovative Programs
- Economic Impact Aide (EIA) - Limited English Proficient

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$5,526.30 | \$555.83 | \$4,945.76 | \$86,847.69 |
| District | ♦ | ♦ | \$4,945.76 | \$75,614 |
| State | ♦ | ♦ | \$5,348 | \$72,971 |
| Percent Difference: School Site/District | | | 0.0 | 14.9 |
| Percent Difference: School Site/ State | | | -7.5 | 19.0 |

* Cells with ♦ do not require data.