



# CONDOR ELEMENTARY



"The Mighty Condors"

## School Accountability Report Card

A Report of 2013-14 School Activity Published in 2014-15

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*The statistical information disclosed in this report is obtained from the California Department of Education and the Morongo Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Data for the instructional materials and school facilities sections were acquired in January 2015, respectively.*

### PRINCIPAL'S MESSAGE

Condor Elementary School continues to demonstrate an outstanding record of excellence! Our academic program is very strong. This annual report is designed, in part, to communicate our commitment to excellence. Our goal is to share valuable information about our instructional programs, social/behavioral systems, academic achievements, school facilities and safety, highly qualified staff members, textbooks, and expenditures.

All students are supported through the use of specific curriculum and instructional strategies. School-wide master scheduling of academics occurs in grades kindergarten through sixth. This allows all staff to maximize resources. Students receive content and instruction more closely aligned to their current academic achievement. This Response to Intervention Model provides ongoing support for all children in both academic and social pursuits.

We are a school dedicated to team vision, focus and implementation through shared goals. This approach to building and maintaining a school of excellence is achieved through communication, articulation, and teamwork.

We welcome all members of the community to join Condor in support of each student. Please contact our front office or the Parent Teacher Organization for more information.

As with each academic year, we look forward to being a part of the future success of each student, every staff member, and all invested stakeholders!

### DISTRICT & SCHOOL PROFILES

#### MORONGO UNIFIED SCHOOL DISTRICT

Morongo Unified School District currently services 9,047 students in grades TK-12 residing in the communities of Morongo, Yucca Valley, Joshua Tree, and Twentynine Palms. The district currently operates 11 elementary schools, 2 middle schools, 2 high schools, 1 continuation high school, 2 state preschool programs, 4 transitional kindergarten programs, and a special education preschool program. The student population is comprised of 12.3% receiving special education services, 3.8% qualifying for English learner support, and 66.7% enrolled in the Free and Reduced Price Meal program.

### CONDOR ELEMENTARY SCHOOL

Condor Elementary is located adjacent to Twentynine Palms Marine Corps Base in the northeast region of the town of Twentynine Palms. During the 2013-14 school year, 633 students in grades K-6 were enrolled. The demographic composition of student enrollment includes 6.8% receiving special education services, 5.8% qualifying for English learner support, and 56.4% enrolled in the Free/Reduced Price Meal program.

Percentage of Students by Ethnicity/Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African American	8.7%	Kindergarten	121
American Indian or Alaskan Native	0.8%	Grade 1	128
Asian	1.4%	Grade 2	109
Filipino	2.8%	Grade 3	77
Hawaiian or Pacific Islander	0.2%	Grade 4	81
Hispanic or Latino	33.2%	Grade 5	65
White (not Hispanic)	45.3%	Grade 6	52
Two or More Races	7.6%	Grade 7	0
		Grade 8	0
		Total Enrollment	633



### SCHOOL VISION

Condor is a professional learning community that offers equitable learning opportunities for all of its members.

### SCHOOL MISSION

Educate all students.

### LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan

(LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

## PARENT INVOLVEMENT

Parents are encouraged to become involved in Condor Elementary's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Condor welcomes all support and assistance! Please contact our parent involvement coordinator or Parent Teacher Organization for volunteer information.

School staff welcome and anticipate parent and community representatives on the Site Based Management/English Learner Advisory Committee. Our Parent Teacher Organization looks forward to your membership and active participation. Each of these groups assists with the responsibility of leading and evaluating the school's progress to provide a safe and effective learning environment. Parents seeking more information about becoming an active member in the school community may attend school/committee meetings or contact the principal or their child's teacher at (760) 367-0750.

Condor Elementary provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, parents are encouraged to attend:

- Back-to-School Night
- Donuts for Dads
- Kindergarten Round Up
- Math Nights
- Muffins for Moms
- Open House
- Parent/teacher conferences
- Parent education workshops focused on reading and math support strategies
- Reading Nights
- Science Night
- Student performances

## SCHOOL NEWS

School-to-home communication takes place throughout the year in a wide variety of formats. Upon request, Spanish translation of school information is available. School news, student activities, schedules, policy changes, special announcements, and curriculum updates take place through:

- Flyers
- Monthly school newsletters
- School website
- School marquee
- School Messenger
- Student Agenda
- Student/Parent Handbook (available in paper copy and on the school website)
- Teacher websites (some)
- Weekly class newsletters or packets

## STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Condor Elementary offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include: end-of-unit tests, classroom observation, report card grades, and standardized state assessments.

## CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades K-12 whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

## STANDARDIZED STATE ASSESSMENTS

Students at Condor Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-

13. Beginning in 2013-14, students at Condor Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

## PHYSICAL FITNESS

In the spring of each year, Condor Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Number of Standards Met:			
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	25.9%	39.7%	22.4%

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

## ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Condor			MUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	63	70	76	51	54	57	54	56	55
Math	66	65	78	44	44	50	49	50	50
History				39	37	41	48	49	49

*Note: STAR Program was last administered in 2012-13. 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.*

California Assessment of Student Performance and Progress/Standardized Testing and Reporting									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Condor			MUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	75	76	77	56	63	60	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science	
2013-14	
	Percentage of Students Scoring at Proficient and Advanced Levels
MUSD	60
Condor	77
Male	77
Female	76
African American	
American Indian or Alaskan Native	
Asian	
Filipino	
Hispanic or Latino	75
Hawaiian or Pacific Islander	
White (not Hispanic)	85
Two or More Races	
Economically Disadvantaged	61
English Learners	
Students with Disabilities	
Migrant Education	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in 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.

Academic Performance Index			
Three-Year Performance Comparison			
	Condor		
	Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	7	7	9
Similar Schools Rank	9	10	10
	Actual API Change		
	2010-11	2011-12	2012-13
All Students	12	21	41
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino	34	14	46
Hawaiian or Pacific Islander			
White (not Hispanic)	14	8	53
Two or More Races			
Other Subgroups			
Economically Disadvantaged	4	51	29
English Learners			
Students with Disabilities			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Condor Elementary's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

### ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance		
2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Condor	MUSD
Overall Performance	*	*
Participation Rate		
Language Arts	*	*
Math	*	*
Percent Proficient		
Language Arts	*	*
Math	*	*
Graduation Rate	N/A	*
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	*	*
Number of Criteria Possible		

A "\*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria.

In 2013-14, Condor Elementary received Schoolwide Title I funding and, therefore, is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California AYP calculations determine whether a Title I school has met performance goals. Schools not meeting AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Title I PI Status 2014-15		
	Condor	MUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2010-11
Year in PI	N/A	Year 3
# Schools Currently In PI		12
% Schools Currently In PI		75.0%

Note: Cells with N/A values do not require data.  
\*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

## SCHOOL FACILITIES & SAFETY

### SUPERVISION & SAFETY

All staff share in the supervision of students throughout the school day. Teachers, noon supervision aides, and crossing guards are assigned designated areas on campus to monitor student behavior. During recess, teachers monitor student activities on the playground. During the lunch recess, noon duty supervisors, assigned teachers, and the principal share supervision of students in the cafeteria and on the playground. In the afternoon when students are released for the day, teachers, the principal, and crossing guards ensure students leave campus in a safe and orderly manner. The principal, custodian, school office staff, and Safety Committee staff possess hand-held radios to quickly facilitate routine and emergency communications.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

## FACILITIES PROFILE

Condor Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1990; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff.

Campus Description	
Year Built	1990
Acreage	9.9 ac.
Bldg. Square Footage	36,573 sf.
	<b>Quantity</b>
# of Permanent Classrooms	13
# of Portable Classrooms	23
# of Restrooms (student use)	6 sets
Computer Lab	2
Library	1
Multipurpose Room	1
Staff Lounge/Lunch Room	1

2013-14 Campus Improvement Projects:

- Installation of mounted projectors and document cameras in all classrooms

2014-15 Planned Campus Improvements:

- Installation of four Enos Boards for the four new portable classrooms
- Installation of new computers and projectors

## SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Condor Elementary in collaboration with local municipal agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current school safety plan was reviewed and updated in the spring of 2014 and shared with school staff in August 2014.

## SCHOOL INSPECTIONS

Condor Elementary works closely with the Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Condor Elementary took place on June 13, 2014. Schools are required by state law to report the condition of their facilities; the School Inspection table illustrated below in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2013-14 school year, 100% of student restrooms were fully operational and available for use at all times.

## FACILITIES MAINTENANCE

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects.

Most of Condor Elementary's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists or third party vendors, depending

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Most Recent Inspection: June 13, 2014</b>				
Systems	✓			
Interior Surfaces		✓		Activity Center 1 - Patch cracks in wall, repaint, remove anchors and repair wall, girl's restroom remove anchors and patch tile; RCB Room 14 - Repair multiple areas of tack surface, reglue contact paper on center column; RCB Room 16 - Repair multiple areas of tack surface. reglue contact paper on center column, install door bottom; Kitchen - Patch holes in drywall over sink
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			Classroom 2 PTO - Unblock fire extinguisher (fire hazard)
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Rating Description:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

upon the scope of the project. Emergency situations are immediately called in to M&O and resolved either by the school's custodial staff or district maintenance staff, based upon the nature of the situation.

One full-time senior custodian, one full-time evening custodian, and one part-time evening custodian work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and senior custodian communicate regularly to discuss campus cleaning needs and safety concerns. The senior custodian and principal inspect campus facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds. The day custodians are responsible for cafeteria setup/cleanup, school activity setups, minor maintenance, outside grounds areas cleaning, sweeping sidewalks, security checks, and keeping restrooms clean and stocked. The evening custodians are responsible for general cleaning of classrooms (including sanitizing desktops), restrooms, kitchen, and library. When students are on winter and summer break, custodians perform a thorough, detailed cleaning throughout the campus.

Custodians follow a rigid set of cleaning standards approved by the Morongo Unified School District. Each custodian receives both classroom and on-the-job training from the district's Director of Maintenance & Operations and the district's Custodial Supervisor. Senior custodians are responsible for monitoring school cleaning procedures and practices to ensure students are provided a clean, orderly, and safe learning environment every day.

### DEFERRED MAINTENANCE

Morongo Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Condor Elementary received \$36,435 of deferred maintenance funds for flooring and asphalt projects.

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

Condor Elementary takes a proactive approach to supporting learning that is disruption free and safe for all present. Classroom management practices are guided by schoolwide discipline policies, a schoolwide discipline matrix, and the Character Counts program. The Character Counts curriculum is a component of weekly class lessons and discussions.

#### Character Counts Pillars

- Trustworthiness,
- Respect,
- Responsibility,
- Fairness,
- Caring,
- Citizenship

At Back to School Night, each teacher leads a presentation which describes classroom management practices, student behavior expectations, and schoolwide discipline policies. At the beginning of each school year, all students receive a parent letter which outlines behavior expectations and consequences for poor behavior. The handbook includes a Student-Parent Compact which must be signed and returned to confirm receipt and acknowledgement of school rules and behavior expectations.

Progressive discipline begins in the classroom. As always, recurring behaviors will be supported through involvement by the student, teacher, and parent/ guardian. It is always a goal to have parents and staff work together to resolve student behavior concerns before they escalate to more severe consequences such as suspension or expulsion.

Suspensions and Expulsions									
	Condor			MUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	26	14	12	3066	1040	965	366629	329370	279383
Expulsions (#)	0	0	0	102	90	74	9553	8266	6611

*This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.*

## STUDENT RECOGNITION PROGRAMS

Condor Elementary celebrates student success in academic achievement as well as all of the Character Counts Pillars. As a site we focus on academic merit, decision making, physical fitness and community involvement. Student recognition for those students demonstrating positive behavior and good character takes place monthly and at the end of each trimester. Student recognition assemblies are held for High Honors, Honor Roll, Perfect Attendance, Really Outstanding Condor Kid (ROCK), and the Personal Success Award for growth in any area. Awards for all students are truly an indication of their accomplishments. We look forward to seeing you at one of the school assemblies!

## ENRICHMENT ACTIVITIES

Enrichment is embedded in the school curriculum and further supported with after school events sponsored by the school, Student Leadership, and PTO.

- Art Club
- Arts Celebration
- Band
- Book Club
- Book Fair
- Choir
- Drama Club
- GATE
- Homework Helpers
- Math Night
- ORFF Orchestra
- PTO Events
- Reading Night
- Recorder Club
- Science Fair
- Science Night
- Student Leadership
- Students as Artists
- Track

## INSTRUCTIONAL TIME

During the 2013-14 school year, Condor Elementary offered 180 days of instruction. All instructional minutes offered at Condor Elementary during the 2013-14 school year exceeded state requirements specified in the California Education Code §46201. The table below is a comparison of actual minutes offered to the state's instructional time requirements.

Instructional Minutes 2013-14		
Grade Level	Actual Minutes Offered	State Requirement
K	56,220	36,000
1-3	54,855	50,400
4-6	54,855	54,000

## CLASS SIZE

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms			
2011-12			
Grade	Average Class Size	Number of Classes*	
		1-20	21-32 33+
K	24.8		5
1	21.0	1	3
2	29.4		5
3	28.0		3
4	31.5		2
5	30.5		2
6	28.3		3
2012-13			
K	30.0		5
1	30.0		4
2	25.0	1	3
3	20.0	1	3
4	23.6		3
5	19.5	1	2
6	18.4	1	2
2013-14			
K	24.0	1	4
1	51.0		3 2
2	44.0		4 1
3	39.0		3 1
4	41.0		3 1
5	43.0		1 2
6	26.0	1	2 1

*\*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).*

# CURRICULUM & INSTRUCTION

## STAFF DEVELOPMENT

All curriculum and instructional improvement activities in Morongo Unified School District are aligned to the Common Core State Standards. Professional development concentrations are selected and identified based on analysis of student achievement and state/federal standards. In 2013-14, Morongo Unified School District provided three non-student staff development days. Two days were devoted to identified site-based needs and the remaining staff development days focused on districtwide concentrations.

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
3	3	3

Site-Based Training:

- Common Core State Standards
- Instructional Programs
- Lesson Pacing Schedules
- Monthly Collaboration
- Ongoing Instructional Support
- Research-based Instructional Strategies
- Response to Intervention
- School Plan Goals
- Smarter Balanced Testing
- Student Achievement Monitoring
- Technology
- The Common Sense of Differentiation:  
Meeting Specific Learned Needs in the Regular Class

All professional development at Condor Elementary is focused on increasing student learning and proficiency. As a supplement to dedicated staff development time provided by the district, Condor Elementary School's teachers participated in monthly grade level collaboration activities during the 2013-14 school year. Training and collaboration activities focused on:

- New curricula
- Treasures (English/Language Arts)
- Technology
- Data Analysis
- Appropriate Next Steps for Struggling Students
- Curriculum Pacing

Morongo Unified School District offers supplemental training and support for new and ongoing program implementation. In 2013-14, district professional development opportunities included:

- Benchmark Data Training
- Common Core State Standards - Math
- Illuminate Training
- Learning.com Training
- STEM Workshop

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The district's BTSA Program (Beginning Teacher Support and Assessment) is a state-approved program that offers additional support and assistance to newly credentialed teachers. To support veteran teachers as well as new teachers to the district, Morongo Unified School District offers Peer Assistance and Review (PAR). Experienced and knowledgeable veteran teachers provide ongoing assistance to teachers who need

to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Instructional assistants and paraprofessionals are occasionally provided specially-designed training either by the district office or qualified school staff. Training activities generally address topics related to current instructional programs and effective teaching strategies to support current lessons.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the San Bernardino County Superintendent of Schools and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from site leadership and district representatives.

## INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Morongo Unified School District are aligned to the Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On October 7, 2014, the Morongo Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted [Resolution No. 15-06](#) which certifies as required by Education Code §60119 that (1) Morongo Unified School District has provided to each pupil, including English learners, a textbook or instructional materials, or both, to use in class and to take home, (2) "sufficient textbooks or instructional materials" means that all students who are enrolled in the same course within the Morongo Unified School District, have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks or instructional materials were provided to each

pupil enrolled in foreign language or health classes, and (4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. Morongo Unified School District provides all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's Common Core State Standards.

## SCHOOL LEADERSHIP

Leadership is distributed and shared by staff, parents, the community and school principal. The daily operations of the school site as well as the instructional program are of critical interest to the school principal. The school leadership team and principal work closely as a collaborative body to support and fulfill the many responsibilities associated with effectively operating an elementary school. Focus continues to be on schoolwide growth and improvement for student outcomes.

At the beginning of the 2014-15 school year, Mr. Gattuso entered his sixth term as principal of Condor Elementary. He has been in the educational field for thirteen years and with the Morongo Unified School District for eight years. Mr. Gattuso has previously held positions as a classroom teacher, and assistant principal. Professional certifications include: Bachelor's degree Music Education, Master's degree in Educational Leadership, California Clear Single Subject Teaching Credential, California Professional Clear Administrative Services Credential, Montana K-12 Music Education Credential, and a Montana K-12 Administrative Services Credential.

Condor's leadership team is comprised of the elected staff representatives (one classified and four certificated) and school principal. The team meets weekly to address schoolwide needs, professional development, and operational concerns. Team members support consensus and are collectively responsible to support the decision making process, program implementation, and school communication.

Textbooks					
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade	
<b>Reading/Language Arts</b>					
2009	Yes	MacMillan/McGraw Hill; <i>California Treasures</i>	0%	K-6	
<b>Math</b>					
2008	Yes	Scott Foresman-Addison Wesley; <i>enVision Math</i>	0%	K-6	
2014	Yes	McGraw Hill; <i>My Math</i>	0%	K-5	
2014	Yes	McGraw Hill; <i>California Math CCSS, Course 1</i>	0%	6	
<b>Science</b>					
2007	Yes	Houghton Mifflin; <i>California Science</i>	0%	K-6	
<b>Social Science</b>					
2006	Yes	Houghton Mifflin; <i>History-Social Science</i>	0%	K-6	

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel in January 2015.

The Site Based Management Committee/English Learner Advisory Committee is comprised of staff (classified and certificated), parents, community members and the principal. Meetings are held monthly and support an advisory role in reviewing school programs and progress in meeting school goals. Team members serve as a liaison between the school and community and share responsibility for approving the annual budget, school site plan, and school safety plan.

**TECHNOLOGY RESOURCES**

Condor Elementary has a current Technology Plan available for review. This plan, as aligned to the district Technology Plan, is supported by the Technology Coordinators as well as the principal. Each academic year realizes additions to the technological capacity of Condor. All classrooms are equipped with computer workstations for student use, one computer for teacher use, a mounted LCD projection system, a voice amplification system, and an ELMO document camera. Condor Elementary School recently acquired 18 interactive whiteboards which are made available to teachers on an as-needed basis. Condor Elementary has two part-time computer lab assistants. Two stationary computer labs are equipped with 38 computer workstations each which are used for iPass tutorials, targeted instruction during Universal Access time, and intervention classes.

**LIBRARY RESOURCES**

Condor Elementary's library is open during school hours and staffed by two part-time library clerks. Teachers take their students to the library once a week to check out books. Titles include: core subject area investigations, high interest, age appropriate topics, and recreational reading.

Resource texts are available for individual students as well as classroom use. Both classrooms and the after school programs have access to the library for Accelerated Reader support. Students visit the library at least once weekly.

**SPECIALIZED INSTRUCTION**

All curriculum and instruction is aligned to the Common Core State Standards approved by the State Board of Education. Every student receives a rigorous, well-balanced standards-aligned curriculum. Condor Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies. As indicated in the California Reading Language Arts framework, Condor Elementary School provides all students with daily data-driven Universal Access time.

**SPECIAL EDUCATION**

Special Education at Condor Elementary School is compliant with state and federal regulations. Condor Elementary recognizes and appropriately supports all students. The school's special education support team is comprised of a school psychologist, speech and language pathologist, resource specialist, one full-time autism teacher, four part time autism aides, and three special education instructional assistants. Instructional support is provided in the general education classroom setting.

Every student receiving special education services has an individualized education plan (IEP). The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

**ENGLISH LEARNERS**

English learners are supported through classroom instruction designed to develop student mastery of concepts. ELD instruction focuses on reading development, writing, listening, and speaking. Based upon grade level, students receive between 30 to 45 minutes of ELD instruction.

**GIFTED & TALENTED INSTRUCTION (GATE)**

Condor Elementary School, in alignment with district GATE policy, offers a program for identified students in grades 3-6. Students receive differentiated instruction within the academic day as well as have the opportunity to participate in enrichment activities before/after school. Utilizing state grade level standards and core curriculum, GATE students receive instruction that is adjusted in complexity, pacing, and depth.

**AT RISK INTERVENTIONS**

Condor Elementary School has implemented a continuum of services to support all students in accessing grade level competency. Through schoolwide master scheduling during the academic day, teachers are able to flexibly support student learning through instruction, time on task, and mastery of prerequisite skills. As data indicates, students will participate in additional skill mastery sessions, on level practice, or extensions to challenge more complex understanding. Interventions may include:

- iPass for grades K-6
- Reading Eggs for grades K-2
- Study Island English Language Arts for grades 3-6
- Study Island Math for grades K-6
- Triumphs English/Language Arts supplemental curriculum for grades K-6
- Triumphs Math for grades K-3
- Universal Access - data-driven targeted instruction for all grade levels

**PROFESSIONAL STAFF**

**TEACHER ASSIGNMENT**

Condor Elementary recruits and employs the most qualified credentialed teachers. For the 2013-14 school year, the school employed 27 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments						
	Condor			MUSD		
	12-13	13-14	14-15	12-13	13-14	14-15
Total Teachers	24	27	27	392	388	407
Teachers with Full Credential	24	27	27	392	388	406
Teachers without Full Credential	0	0	0	0	0	1
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	1
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	2

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. \*Total teacher misassignments includes the number of misassignments of teachers of English learners.*

The following table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

## SUPPORT SERVICES STAFF

Condor Elementary's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns. In partnership with the district office, Condor Elementary provides a continuation of social/emotional counseling services through referrals to local service providers as well as the county mental health department.

A Military and Family Life Consultant, provided by the U.S. Department of Defense, visits Condor Elementary every day to provide short term, situational, problem-solving non-medical counseling services. Counseling support addresses issues that occur specifically within the military lifestyle and helps families cope with normal reactions to the stressful/adverse situations created by military deployments and reintegration. The Military and Family Life Consultant assesses student/family needs, provides support, or offers a referral to appropriate resources. Services are available to Condor Elementary's students and their families; appointments are not necessary.

The Condor Elementary's Coordinated Care Team (CCT), offers support and guidance to students who are performing below grade level or whose behavior is interfering with academic and/or social development. This team is comprised of the principal, psychologist, CCT coordinator, Military and Family Life Consultant, resource teacher, speech pathologist, prevention teacher, and the intervention teacher, the team meets approximately every week. Respective parents and teachers are invited to CCT meetings as needed. Morongo Unified School District's Independent Continuing Education (ICE) program offers students having difficulty in the traditional educational environment another option to acquire a comprehensive, standards-based education. Open to students in grades 1-12, students have the opportunity to achieve academic success through an individualized contract. Enrollment is voluntary and requires students be self-motivated in completing coursework. For more information, parents may contact the district office.

## DISTRICT EXPENDITURES

### EXPENDITURES PER STUDENT

For the 2012-13 school year, Morongo Unified School District spent an average of \$8,694 of total general funds to educate each student (based on 2012-13 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education Per Pupil 2012-13					
Dollars Spent Per Student					
Expenditures Per Pupil	Condor	MUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,657	6,841	68.1%	N/A	N/A
Restricted (Supplemental)	569	1,620	35.1%	N/A	N/A
Unrestricted (Basic)	4,088	5,222	78.3%	4,690	87.2%
Average Teacher Salary	63,736	66,460	95.9%	67,762	94.1%

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

In addition to general fund state funding, Morongo Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
2013-14		
Condor	100.0%	0%
District Totals		
All Schools	93.0%	7.0%
High-Poverty Schools	93.0%	4.0%
Low-Poverty Schools	-	-

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

Counselors and Support Personnel (Nonteaching Professional Staff)		
2013-14		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.2
Nurse	1	0.1
Psychologist	1	0.2
Speech & Language Pathologist	1	0.6

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

- After School Learning & Safe Neighborhood Partnerships
- Class Size Reduction Grades K-3 (optional)
- Continuation Education
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Transportation
- Transportation: Special Education
- Vocational Programs

## SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Salary Comparison 2012-13		
	MUSD	State Average of Districts in Same Category
Beginning Teacher Salary	36,795	41,243
Mid-Range Teacher Salary	65,753	64,893
Highest Teacher Salary	82,119	83,507
Average Principal Salaries:		
Elementary School	93,920	103,404
Middle School	104,235	109,964
High School	115,047	120,078
Superintendent Salary	156,344	183,557
Percentage of Budget For:		
Teacher Salaries	39	40
Administrative Salaries	5	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## SARC DATA & INTERNET ACCESS

### DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Condor Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

### PUBLIC INTERNET ACCESS LOCATION

Parents may access Condor Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Condor Elementary School is the Lifelong Learning Library located on the Marine Corp Base in Building 1528.

Lifelong Learning Library  
 Twentynine Palms Marine Corps Base  
 Phone: (760) 830-6875  
 Hours: Monday - Friday, 8 a.m. - 9 p.m.,  
 Saturday - Sunday: 10 a.m. - 6 p.m.  
 Number of computers available: 16  
 Printers available: Yes