

MORONGO UNIFIED SCHOOL DISTRICT



CONDOR ELEMENTARY



"The Mighty Condors"

School Accountability Report Card

A Report of 2009-10 School Activity Published in 2010-11

Condor Elementary School
Grades K-6
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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 school facilities section was acquired in September 2010, and instructional materials information was acquired in October 2010.

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. Within this document it is our goal 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 over 9,100 students in grades K-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, 2 continuation high schools, 2 state preschool programs, and a special education preschool program. The student

Percentage of Students by Ethnicity / Grade Level 2009-10

Ethnic Group	%	Grade Level	#
African-American	12.3%	Kindergarten	106
Alaskan Native	0.2%	Grade 1	102
Caucasian	51.8%	Grade 2	85
Asian	0.5%	Grade 3	70
Filipino	1.1%	Grade 4	78
Hispanic or Latino	28.4%	Grade 5	47
Pacific Islander	0.2%	Grade 6	58
Two or More Races	5.5%		
Total Enrollment			546

population is comprised of 13.0% receiving special education services, 3.0% qualifying for English learner support, and 61.0% 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 2009-10 school year, 546 students in grades K-6 were enrolled. The demographic composition of student enrollment includes 7% receiving special education services, 5% qualifying for English learner support, and 56% enrolled in the Free/Reduced Price Meal program.

SCHOOL MISSION

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

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 the front office 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 contact 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
- Math Nights
- Open House
- Reading Nights
- Student performances
- Parent/teacher conferences
- Parent education workshops focused on reading and math support strategies

SCHOOL NEWS

School-to-home communication is provided in both English and Spanish. Parents are kept informed on school news, student activities, schedules, policy changes, and curriculum updates through:

- Monthly school newsletters
- Weekly class newsletters or packets
- Flyers
- School and classroom web sites
- School marquee

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.

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.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or

higher proficiency rate in English/Language Arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or higher or increasing the API growth by one point.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Condor	MUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	No	No
Academic Performance Index	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2009-10 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's web site www.ed.gov/nclb/accountability/.

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE

Standardized Testing and Reporting (STAR) Results web site at <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 <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	17.4%	28.3%	39.1%

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 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.

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 2009-10, 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 <http://www.cde.ca.gov/ta/ac/ay/>.

Title I Program Improvement (PI) Status

	Condor	MUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2010-11
Year in PI	N/A	1
No. of Schools Currently in PI		7
Percent of Schools Currently Identified for PI		41.2%

The statistical information in this table reflects the PI status during the 2010-11 school year.

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, 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.

STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Condor			MUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	50	60	59	45	48	50	46	50	52
Math	56	63	62	41	45	44	43	46	48
Science	64	59	69	47	47	50	46	50	54
History				30	34	36	36	41	44

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	Condor							
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	42		*	*	52		63	*
Math	42		*	*	55		68	*
Science	*		*	*	59		74	*
History								

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed.*

In cases where a % is not provided, no students were tested in the subgroup or subject area.

STAR Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	Condor					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	54	66	38	55	17	
Math	61	64	38	59	17	
Science	58	84	*	62	*	
History						

Academic Performance Index (API) Three-Year Performance Comparison

	API Rank			School Growth 2010	District Growth 2010	State Growth 2010
	2007	2008	2009			
	Statewide Rank	6	7			
Similar Schools Rank	8	9	9			
Results	School Increase/Decrease in API			School Growth 2010	District Growth 2010	State Growth 2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	19	27	-6	823	759	767
Ethnic Subgroups						
African-American		34			704	685
Hispanic or Latino	18	51	-40	804	724	715
Caucasian	18	0	-1	835	777	838
Other Subgroups						
Economically Disadvantaged	31	21	1	804	721	712

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
	Qty.
# of Permanent Classrooms	13
# of Portable Classrooms	19
# of Restrooms (student use)	5 sets
Computer Lab	1
Library	1
Staff Lounge/Lunch Room	1
Multipurpose Room	1

2009-10 Campus Improvement Projects:

- Painting of campus projects (touch ups throughout campus)

BOND FUNDED PROJECTS

Morongo Unified School District is receiving approximately \$50 million of revenue through the Measure "O" Series A School Bond which was passed by voters in November 2005 as a component of Proposition 39. Bond measure funded projects at Condor Elementary during the 2009-10 school year included:

- Construction of one set of restrooms
- Construction of four new classrooms
- Upgrades throughout campus to comply with Americans with Disabilities Act

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, and dress code policy. The school's most current school safety plan was reviewed, updated in the spring of 2010 and shared with school staff in August 2010.

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 August 18, 2010. 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 2009-10 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 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 are members of the Condor Staff and 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 2009-10 school year, Condor Elementary received \$4,812.89 of deferred maintenance funds which were used for kitchen cooler and flooring projects.

For the 2010-11 school year, the district has budgeted \$1,056,525 for the deferred maintenance program. This represents 1.5% of the Morongo Unified School District's 2010-11 general fund budget.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Condor Elementary takes a proactive approach to supporting learning that is disruption free and safe for all present.

School Facility Good Repair Status					
Item Inspected	Repair Status				
Most Recent Inspection: August, 18 2010	<table border="1"> <tr> <td style="width: 25%; text-align: center;">Good</td> <td style="width: 25%; text-align: center;">Fair</td> <td style="width: 25%; text-align: center;">Poor</td> <td style="width: 25%; text-align: center;">Repair Needed and Action Taken or Planned</td> </tr> </table>	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Good	Fair	Poor	Repair Needed and Action Taken or Planned		
Systems	✓				
Interior Surfaces	✓				
Cleanliness	✓				
Electrical	✓				
Restrooms/Fountains	✓				
Safety	✓				
Structural	✓				
External	✓				
Overall Summary of School Facility Good Repair Status					
Overall Summary	<table border="1"> <tr> <td style="width: 25%; text-align: center;">Exemplary</td> <td style="width: 25%; text-align: center;">Good</td> <td style="width: 25%; text-align: center;">Fair</td> <td style="width: 25%; text-align: center;">Poor</td> </tr> </table>	Exemplary	Good	Fair	Poor
Exemplary	Good	Fair	Poor		

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.

Classroom management practices are guided by schoolwide discipline policies and the school's discipline matrix. Character education is a component of weekly class lessons and discussions. At Back to School Night, each teacher leads a presentation which describes their classroom management practices, student behavior expectations, and schoolwide discipline policies. Teachers integrate Synergy activities into lessons (with other grade level activities). At the beginning of each school year, all students receive a student/parent handbook 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. In an effort to demonstrate and implement our belief in CC! Pillars, misbehaviors will be attended to in a fair, firm and consistent manner.

Suspensions & Expulsions

	Condor		
	07-08	08-09	09-10
Suspensions (#)	34	60	34
Suspensions (%)	6.27%	11.01%	6.23%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

	MUSD Elementary Schools		
	07-08	08-09	09-10
Suspensions (#)	977	1036	905
Suspensions (%)	18.04%	18.92%	16.62%
Expulsions (#)	14	18	18
Expulsions (%)	0.26%	0.33%	0.33%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Character Counts Pillars

Trustworthiness,
Respect,
Responsibility,
Fairness,
Caring,
Citizenship

STUDENT RECOGNITION PROGRAMS

Condor Elementary celebrates student success in academic achievement as well as all of the CC! Pillars. As a site we focus on academic merit, decision making, physical

fitness and community involvement. Student recognition takes place at the end of each trimester. 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.

- Arts Celebration
- Book Fair
- Reading Night
- PTO Events
- Band
- Math Night
- Track

INSTRUCTIONAL TIME

During the 2009-10 school year, Condor Elementary offered 180 days of instruction comprised of 139 regular days, 4 minimum days, and 37 early release days. Minimum days were held on the last day of each trimester. Early release days (Tuesdays) were utilized for staff development activities and teacher collaboration.

All instructional minutes offered at Condor Elementary during the 2009-10 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

2009-10

Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	55,920	50,400
4-6	55,920	54,000

CLASS SIZE

Condor Elementary participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers to assist schools in reducing K-3 class sizes to 20 students or less. During the 2009-10 school year, 100% of K-2 classrooms participated in CSR.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program

Grade	2007-08	2008-09	2009-10
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	0%	0%	0%

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 Classes

2007-08

Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	5		
1	18.4	5		
2	19.8	4	1	
3	27.5		2	
4	29.0		2	
5	29.5		2	
6	20.5	1	1	
Combo K-3	15.0	1		
Combo 4-6	29.0		1	

2008-09

Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.3	7		
1	19.4	5		
2	17.3	4		
3	29.0		3	
4	29.0		2	
5	35.5			2
6	19.5	2		

2009-10

Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	21.2	1	4	
1	25.4		4	
2	21.9		4	
3	22.0		3	
4	33.7		1	1
5	30.4		1	
6	28.6		2	
Combo 4-5	27.7		1	

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities in Morongo Unified School District are aligned to the California State Content Standards and Frameworks. Professional development concentrations are selected and identified based on analysis of student achievement, team development, and state/federal standards.

All professional development at Condor Elementary is focused on increasing student learning and proficiency. Throughout the academic year, the Condor Team participates in three full-day professional learning sessions as well as weekly Tuesday sessions focused on grade level and school teaming, professional development as related to academic subjects, and committee development. During the 2009-10 school year Condor Elementary School staff participated in three staff development days. On site professional training activities covered the following topics:

- PLC - Professional Learning Communities
- RTI - Response to Intervention
- Data Driven Instruction
- Smart Goals
- Technology
- Safety
- Vertical Articulation

Staff Development Days Three-Year Trend

2007-08	2008-09	2009-10
3	3	3

Morongo Unified School District offers supplemental training and support for new and ongoing program implementation 2009-10 staff training topics included:

- Response to Intervention
- Physical Education
- Math Adoption Training- Pearson Envision Math

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. At the beginning of each school year, the district sponsors a four-day New Teacher Institute to introduce the district's core instructional materials, behavior management practices, Edusoft technology training, Aeries™ grading system, and a series of workshops addressing each of the core content areas. 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. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period.

To support veteran teachers as well as new teachers to the district, Morongo Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting 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 vendors, department supervisors, and district representatives.

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 2009-10 school year, Mr. Gattuso entered his first term as principal of Condor Elementary. He has been in the educational field for nine years and with the Morongo Unified School District for four 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
- Clear Multiple Subject Teaching Credential
- Professional Clear Administrative Services Credential
- Montana Clear 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.

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.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Morongo Unified School District are aligned to the California Content Standards and Frameworks. 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. Thirty (30) days prior to board adoption, parents may visit the district office's media center to preview recommended materials.

On October 5, 2010, 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. 11-05](#) 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.

District Adopted Textbooks

Subject & Year	Adopted Publisher/Series	Grades
Language Arts		
	Houghton Mifflin <i>Reading</i>	1-6
	<i>LANGUAGE! A & B</i>	4-6
Math		
2008	Scott Foresman <i>Addison Wesley enVision Math</i>	K-6
Science		
2007	Houghton Mifflin <i>California Science</i>	K-6
Social Science		
2006	Houghton Mifflin <i>History-Social Science</i>	K-6

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2010-11 school year, Morongo Unified School District provided 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 content standards and curriculum frameworks.

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 two computer workstations for student use. Condor Elementary has one mobile workstation with 30 laptop computers. One stationary lab is equipped with 38 computer workstations which are used for iPass tutorials, targeted instruction during Universal Access time, and intervention classes. All fourth, fifth, and sixth grade classrooms have Interwrite Pads to assist with the delivery of classroom lesson content. All second and third grade classrooms include an LCD projector for better illustration of lesson concepts. All intervention classes are equipped with an ELMO (document camera). Teachers in kindergarten and first grade classrooms have access to LCD projectors located in the second and third grade classrooms.

LIBRARY RESOURCES

The Condor library is open during school hours and is staffed by two part-time library clerks. 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 California State Content Standards and Frameworks 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. As a school, we recognize and appropriately support all students. To this end, we have one full time Resource Teacher and the support of two half time Instructional Assistants. Our goal is academic mastery for all learners. Our Special Education Team is comprised of a School Psychologist, Speech and Language Pathologist, Resource Specialist, and General Education Teachers. IEP documentation is reviewed and updated at least annually by the Team. 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. Various strategies are employed throughout the academic day. In addition, students participate in daily English Language Development coursework with certificated instructors during Universal Access time. The ELD instruction and curriculum focuses on students developing reading, writing, listening and speaking.

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 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, our team is 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:

- Language! for grades 4-6
- iPass for grades 4-6
- Project Read- preventative measure for gr. 1-8
- Universal Access - data-driven targeted instruction for all grade levels
- Project Based Learning for High Achievers

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Condor Elementary recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, the school employed 25 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.

The table below 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/.

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.

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, and the intervention teacher, the team meets approximately every week. 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.

Teacher Credentials & Assignments									
	Condor				MUSD				
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11	
Total Teachers	28	28	26		482	487	401		
Teachers with Full Credential	25	26	25		457	456	395		
Teachers without Full Credential	3	2	1		25	31	6		
Teachers in Alternative Routes to Certification	3	2	0		18	25	0		
Pre-Internship	0	0	0		2	0	0		
Teachers with Emergency Permits	0	0	0		6	3	0		
Teachers with Waivers	0	0	0		1	1	0		
Teachers Teaching Outside Subject Area	0	0	0		0	1	1		
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0	
Teacher Misassignments for English Learners	0	11	0	0	28	5	1	0	
Teacher Misassignments - Total	0	11	0	0	28	5	0	0	
Teacher Vacancies	0	0	0	0	0	0	0	0	

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Condor	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Sch.	100.0%	0.0%
Low-Poverty Sch.		

	Teacher Education Levels	
	2009-10	
	Condor %	MUSD %
Doctorate	0.0	0.5
Master's Degree plus 30 or more semester hours	8.0	18.9
Master's Degree	20.0	17.7
Bachelor's Degree plus 30 or more semester hours	60.0	54.3
Bachelor's Degree	12.0	8.6
Degree	0.0	0.0

TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Morongo Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession:

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	No. of Staff	FTE
Counselor	0	
Nurse	1	0.1
Health Technician	1	0.2
Psychologist	1	0.2
Speech & Language Pathologist	1	0.6

FTE = Full-Time Equivalent

- Engages and Supports All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Non-tenured teachers are formally evaluated each year; tenured (permanent) teachers are evaluated once every other year. Teachers with a minimum of ten years of employment with the district and whose previous evaluations met evaluation standards may choose to be evaluated every five years provided the teacher and their site administrator (principal) agree to the terms. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Results of teacher evaluations are forwarded to the district's Human Resources Department for routine processing and safekeeping.

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 29 Palms Library located at 6078 Adobe Road in Twentynine Palms.

Twentynine Palms Library

Phone: (760) 367-9519

Hours: Sun Closed, Mon & Tue. 12-8, Wed, Thur, Fri. 10-6, Sat 9-5

Number of computers available: 16

- Number of printers available: 1

DISTRICT EXPENDITURES

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 2008-09		
	MUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,074	\$41,209
Mid-Range Teacher Salary	\$64,465	\$65,228
Highest Teacher Salary	\$80,510	\$83,339
Average Principal Salaries:		
Elementary School	\$90,160	\$103,189
Middle School	\$104,567	\$108,789
High School	\$112,791	\$119,247
Superintendent Salary	\$153,278	\$179,589
Percentage of General Fund Expenditures For:		
Teacher Salaries	41.4%	40.7%
Administrative Salaries	5.6%	5.9%

EXPENDITURES PER STUDENT

For the 2008-09 school year, Morongo Unified School District spent an average of \$8,474 of total general funds to educate each student (based on 2008-09 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 salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and 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 2008-09					
Dollars Spent per Student					
Expenditures Per Pupil	Condor	MUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,769	\$6,674	86.4%	N/A	N/A
Restricted (Supplemental)	\$1,036	\$1,680	61.6%	N/A	N/A
Unrestricted (Basic)	\$4,733	\$4,993	94.8%	\$5,681	83.3%
Average Teacher Salary	\$52,657	\$63,267	83.2%	\$65,399	80.5%

In addition to general fund state funding, Morongo Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Learning & Safe Neighborhood Partnerships
- ARRA: State Fiscal Stabilization Fund
- Arts and Music Book Grant
- CA High School Exit Examination
- CA Peer Assistance & Review Program for Teacher
- California School Information Services
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education
- Instructional Materials, Library Materials and Education Technology
- Lottery: Instructional Materials
- Other Federal Funds
- Parent Teacher Involvement
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs
- School Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment Incentives
- Title I, II, III, IV, V, X
- Transportation
- Transportation: Special Education
- Vocational Programs

SARC DATA &