

Morning Creek Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Morning Creek Elementary School
Street	10925 Morning Creek Dr., S.
City, State, Zip	San Diego, CA 92128-4047
Phone Number	858-748-4334
Principal	Rhonda Taylor
E-mail Address	rtaylor@powayusd.com
Web Site	http://www.powayusd.com/mces
CDS Code	37682966109318

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
E-mail Address	dojohnson@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2017-18)

Morning Creek was built in 1990 and was renovated during the summer of 2010. As you enter the Morning Creek campus you are greeted by bright colors that represent the pillars of good character. These pillars are part of the Character Counts program which supports a positive school culture. Morning Creek enrollment has held steady over the years and currently hosts 794 students. Morning Creek has a beautifully diverse population with 19.4% of students enrolled being English learners that speak over 31 different languages.

Morning Creek Mission: At Morning Creek Elementary School, we share a collective responsibility to provide our students with the skills necessary to prepare them for college, career, and success in a global society. *Together we create a better tomorrow. We will. We can. We must!*

Our mission serves to focus our day-to-day work with students and colleagues. Morning Creek Elementary is a proud member of the No Excuses University network of schools. We are focused on college-readiness for all students to ensure our students are prepared with a strong educational foundation for their future. Each classroom at Morning Creek has adopted a college and at our Friday Flag Assemblies held twice a month, each class proudly represents their college in t-shirts and cheers. This symbolic college-readiness focus is followed by rigorous classroom learning. Student goal setting is a core value at Morning Creek.

We also recite a positive affirmation each day, known as the Morning Creek Pledge:

Today is a new day.

I will improve myself.

There are no limits to my personal success.

I will. I can. I must.

No Excuses!

Each morning, this pledge is recited through our morning announcements. Our goal is to instill positive self-esteem and perseverance within each child. We also have students in grades 3-5 set personal academic goals for their learning. Students review their progress with their teacher, set academic goals in a specific area and a plan to achieve the goal. Each trimester, Goals Assemblies are held to celebrate students' achievement of these goals. Goal setting helps students take responsibility for their learning and helps them see the relationship between effort and achievement.

Morning Creek is a wonderful place for children. Staff, parents and students work together to create a warm, welcoming atmosphere. Our PTA provides numerous family activities during the year including movie nights, boys' and girls' nights, Art Corp and our Morning Creek Foundation also hosts events such as Read-a-thon, Apex Fun Run and our annual Auction Night fundraiser. These two parent groups work collaboratively to support students and staff. Our Foundation continues to support increasing technology. All classrooms have document camera's, Promethean board from all 1st-5th grade, a class set of Chromebooks for each class in grades 3-5 to increase student access to technology. Second grade classrooms have 5 Chromebooks per classroom. TK/Kindergarten teachers have three iPads each to utilize class instruction through centers and other various activities in the classroom. Each teacher has been given an iPad to implement activities in the classroom.

Morning Creek believes in teamwork. We work together with one another and with parents to maintain a focus on what is best for children. We strive to develop teamwork within our students as well through classroom activities and Running Club. Classrooms with the most laps are recognized through the monthly Colt Stampede Trophy presentation.

Morning Creek believes in our children and maintains high expectations for their learning. We will. We can. We must...ensure they succeed.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	152
Grade 1	132
Grade 2	137
Grade 3	137
Grade 4	119
Grade 5	118
Total Enrollment	795

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.1
Asian	25.2
Filipino	6.5
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0
White	37.5
Two or More Races	10.9
Socioeconomically Disadvantaged	14.3
English Learners	19.4
Students with Disabilities	11.7
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	35	29	34	1590
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 11/12/2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/23/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Overall, school is in good condition. Small number of evaluated spaces skews results

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 3/23/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	67	70	75	74	48	48
Mathematics (grades 3-8 and 11)	69	66	67	66	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	374	370	98.93	69.73
Male	202	200	99.01	67.5
Female	172	170	98.84	72.35
Black or African American	12	12	100	58.33
American Indian or Alaska Native	--	--	--	--
Asian	96	96	100	78.13
Filipino	20	19	95	63.16
Hispanic or Latino	50	48	96	60.42
White	148	147	99.32	67.35
Two or More Races	39	39	100	79.49
Socioeconomically Disadvantaged	59	55	93.22	36.36
English Learners	91	88	96.7	67.05
Students with Disabilities	65	65	100	32.31
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	374	373	99.73	65.95
Male	202	202	100	68.81
Female	172	171	99.42	62.57
Black or African American	12	12	100	41.67
American Indian or Alaska Native	--	--	--	--
Asian	96	96	100	81.25
Filipino	20	20	100	65
Hispanic or Latino	50	49	98	48.98
White	148	148	100	63.51
Two or More Races	39	39	100	79.49
Socioeconomically Disadvantaged	59	58	98.31	27.59
English Learners	91	91	100	65.93
Students with Disabilities	65	65	100	26.15
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	83	81	83	83	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.5	25.6	59

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Morning Creek recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Value. Parents have been included in the improvement process and serve in an advisory capacity on committees such as our School Site Council and ELAC. Parent volunteers work in a variety of capacities such as: Volunteer Workroom, in-class support throughout the day, Art Corp, Science Instruction, Book Fairs, Running Club, Apex Fun Run, Multi-cultural night and general classroom support. Morning Creek typically logs over 8,000 volunteer hours each year. Parents also are very active in our PTA and with our Morning Creek Foundation. We have a strong core of parents that participate weekly at school. Teachers use MyConnec and Google Classroom to increase communication and involvement of parents through electronic communication. All teachers communicate via email on a regular basis and use social media sites to ensure a strong connection between home and school. The parents receive a weekly call out to inform them of coming events. In addition the Principal hosts three Principal's Coffees a year.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.9	1.2	2.4	1.1	1.1	1.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Morning Creek places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire, lockdown, disaster and bus evacuation are held. Maintenance staff works with a scheduled preventive program to offset costly repairs. The School Safety Plan and drills are discussed with parents annually at Principal Coffees. The school has an up to date Asbestos Plan. Extended Student Services is available to students for before and after school childcare. The staff receives training from the district office and the parents will receive safety information through visiting speakers and trainers who will visit our campus this year.

A computer-based visitor sign-in system has been implemented to ensure all guests on campus are identified. Gates are secured during school hours and all staff wear identification badges.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	6		21	1	7		22	1	6	
1	26		5		25		5		26		5	
2	28		4		27		5		26		5	
3	27		5		21	1	4		26		5	
4	28	1	4		29		4		28	1	2	1
5	29	1	2	2	44	1	1	4	28	1	3	1
Other					10	1						

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.8	N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	1.4	N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	0	\$78,311.59
District	N/A	N/A	9,366	\$80,316
Percent Difference: School Site and District	N/A	N/A	-100.0	-2.5
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-100.0	-1.2

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

Types of Services Funded (Fiscal Year 2016-17)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,046	\$47,808
Mid-Range Teacher Salary	\$83,106	\$73,555
Highest Teacher Salary	\$101,917	\$95,850
Average Principal Salary (Elementary)	\$130,715	\$120,448
Average Principal Salary (Middle)	\$139,680	\$125,592
Average Principal Salary (High)	\$147,900	\$138,175
Superintendent Salary	\$317,385	\$264,457
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.

At Morning Creek, our professional learning focus is on implementing the district adopted curriculum "Benchmark" in grades K-2. In addition, a new intervention program, SIPPS, has been implemented for our first grade students. Grades 3-5 are focusing on strategies to improve mathematical performance. Morning Creek is also implementing a "push in" model of intervention for our students. We continue to enhance and hone our RTI model and S3 process, as we continue to provide a strong technology training and support program for our teachers.