



BARBARA COMSTOCK MORSE ELEMENTARY

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Sacramento, CA 95823
(916) 688-8586

Board of Education
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Hours of Operation

Our office is open from 7:30 a.m. to 4:00 p.m. Monday through Friday. Parents are always welcome to visit the office to address any questions or concerns they may have about the school or their children. The office staff can assist parents with registering and enrolling their children and can give information about programs at the school.

School Highlights and Awards

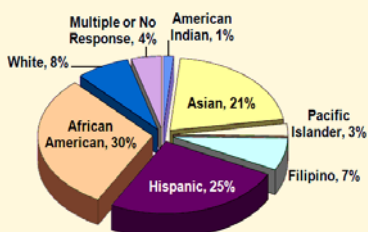
- Academic Performance Index (API) score of 781
- Elk Grove Unified API Growth Performance Award, 2007-08
- Service Learning Program Award, 2007-08
- Creek Stewards Award, 2007-08

Student Demographics

| | School | District |
|---------------------|--------|----------|
| Enrollment | 897 | 61,573 |
| English Learners | 238 | 10,241 |
| Languages Spoken | 25 | 72 |
| Students of Poverty | 643 | 29,915 |
| GATE | 22 | 3,784 |

SOURCE: Enrollment: 2008 CBEDS, California Dept. of Education; Students of Poverty and GATE: October 2008, EGUUSD; English Learners and Languages Spoken: March 2008, EGUUSD

Population by Ethnicity



SOURCE: 2008 CBEDS, California Dept. of Education

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: www.egusd.net.

A Message From the Principal

Welcome to Barbara Comstock Morse Elementary School, where knowledge is power! Our focus today is as strong as it was when we opened in 1995 - meeting the needs of every student, every day. Many of our school's unique features, such as our uniform policy, self-contained accelerated classes, and our Academic Intervention Team, are evidence of this commitment. They are also significant factors in our identification as a California Title I Achieving School in both 2004 and 2005, and our noted API achievement in 2008.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. As evidence of our commitment to this mission, in addition to exceeding our school goals, we also met the Academic Progress Index (API) goals for all of our student subgroups.

Class-size reduction is a reality in every classroom, with kindergarten through third grade enjoying class sizes of 20 students, and grades four through six reaching capacity at 24. Smaller class sizes, a challenging curriculum, and a dedicated staff, have continuously added to the enrichment of our student's education and academic performance; an achievement about which our community and school can be very proud. These accomplishments can only be enhanced through our seamless partnership within the Monterey Trail High School region and select community partners at large.

Our school celebrates our ethnic, cultural, and linguistic diversity. We are proud that our entire school community works to create an atmosphere of caring and trust that supports and rewards achievement. With the planning and support of an active PTA, our school's annual celebrations reflect our cultural emphasis: Soul Fest, African-American Read-In, Lunar New Year Celebration, Fiesta BCM, and Rhythms of the World.

Every day our staff and students recite our school motto, a statement of what we all believe to be the foundation of our school's success: "Attitude Affects Learning; Learning Brings Knowledge; Knowledge is Power!"

Kilolo Umi, Principal
Barbara Comstock Morse Elementary
Our Students Will Achieve On Purpose, With a Purpose!

Parental Involvement

At Barbara Comstock Morse we believe that you should be at home in our school. Our school has an active PTA that focuses on community oriented events that celebrate the diversity in our community, including Rhythms of the World. You are always welcome to volunteer in your child's classroom. You can also become involved by attending Back to School Night, Open House, and by joining the PTA or the School Site Council. For more information on involvement opportunities, contact our principal, Kilolo Umi, or our Parent Liaison, Antonio Santos at 688-8586.

Teacher Credentials and Misassignments

| Teacher Credentials | | 2007-2008 |
|----------------------------|--|------------------|
| Total Number of Teachers | | 50 |
| Total Full Credentials | | 49 |

SOURCE: 2007-2008 CBEDS, California Dept. of Education

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

| Teacher Misassignments and Vacancies | | 2008-2009 |
|---|--|------------------|
| Misassignments of Teachers of English Learners | | 0 |
| Misassignments Due to Subject Matter Competency | | 0 |
| Teacher Vacancies | | 0 |

SOURCE: 2008-2009, EGUSD

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

School Facility Conditions and Planned Improvement

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Included is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school has 38 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1995. Nine portable classrooms were added to accommodate class size reduction.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status

Date of facilities inspection: 6/25/07

| Item Inspected | Repair Status | | | Repair Needed |
|--------------------------------------|---------------|------|------|---------------|
| | Good | Fair | Poor | |
| Gas Leaks | x | | | None |
| Mechanical Systems | x | | | None |
| Windows/Doors/Gates (int. and ext.) | x | | | None |
| Interior Walls, Floors, and Ceilings | x | | | None |
| Hazardous Materials (int. and ext.) | x | | | None |
| Structural Damage | x | | | None |
| Fire Safety | x | | | None |
| Electrical (interior and exterior) | x | | | None |
| Pest/Vermin Infestation | x | | | None |
| Drinking Fountains (int. and ext.) | x | | | None |
| Restrooms | x | | | None |
| Sewer | x | | | None |
| Playground/School Grounds | x | | | None |
| Roofs | x | | | None |
| Overall Cleanliness | x | | | None |

| | Exemplary | Good | Fair | Poor |
|-----------------|-----------|------|------|------|
| Overall Summary | | x | | |

SOURCE: 2008-2009, EGUSD

Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 24 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra I and 9th grade English, have reduced class sizes.

| School Average | |
|----------------|------|
| Kindergarten | 20.0 |
| Grade 1 | 20.0 |
| Grade 2 | 20.0 |
| Grade 3 | 20.0 |
| Grade 4 | 23.0 |
| Grade 5 | 24.3 |
| Grade 6 | 22.5 |

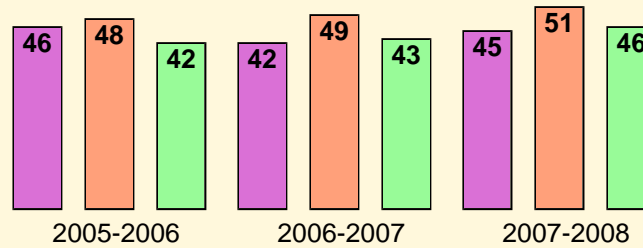
SOURCE: 2008 CBEDS, California Dept. of Education

California Standards Tests (CST)

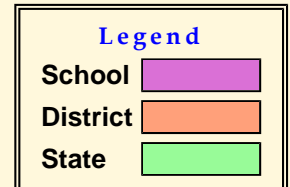
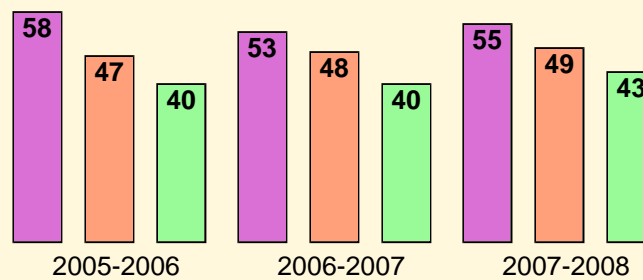
The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.

English Language Arts



Math



SOURCE: Spring 2008, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

| | |
|----------------------|-----|
| Growth Score | 781 |
| Statewide Rank | 5 |
| Similar Schools Rank | 7 |

SOURCE: 2007-2008, California Dept. of Education

Adequate Yearly Progress (AYP)

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 assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. In the 2008-2009 school year, there are no Program Improvement schools in our district.

| | |
|------------------------|-----------|
| Overall AYP Status Met | Yes |
| Program Improvement | Not in PI |

SOURCE: 2007-2008, California Dept. of Education

Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. For 2008-2009, our school has a professional development emphasis in writing. Through our district's Trainer of Trainers program, four times per year a team of teachers attends training on best teaching practices and returns to the site and shares the information they learned with the whole staff.

Our teachers also take part in a district math professional development program for teachers of grades 3-7 that is intended to increase students' conceptual understanding of mathematics. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

School Safety Plan

Your child's safety is important to us at Barbara Comstock Morse Elementary. We believe that nothing should get in the way of the academic achievement of our students. Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in July 2008. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. Random, periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

Specialized Programs

At our school we have highly qualified staff to assist students with special learning needs. Our Learning Center services not only special education students, but also general education students who need additional support to meet the standards. Bilingual Teaching Associates help our English Learners access the core curriculum. Gifted and Talented students participate in accelerated instruction and an after school extended day program. Many gifted students in grades 4-6 participate in our self-contained accelerated classes. Students who need extra tutoring or homework help can participate in intersession, extended day Reading and Math Academies, and Students Today Achieving Results for Tomorrow (START), and Center for Child Development (CDI).

Our most recent addition are two new Title I Preschool classes. These afternoon classes offer an early academic development and a social integration into the school community.

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

| Teachers | EGUSD 50,000+ ADA | State Average 20,000+ ADA |
|---------------------------------|-------------------|---------------------------|
| Beginning | \$40,047 | \$40,721 |
| Midrange | \$59,384 | \$65,190 |
| Highest | \$82,031 | \$84,151 |
| Principals | | |
| Elementary | \$109,155 | \$104,476 |
| Middle | \$109,139 | \$108,527 |
| High | \$120,324 | \$119,210 |
| District Superintendent | \$221,536 | \$210,769 |
| Share of budget used for | | |
| Teachers' salaries | 45.4% | 39.9% |
| Administrative salaries | 4.7% | 5.5% |

SOURCE: FY 2006-2007, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Xavier De La Torre, Ed.D.
Associate Superintendent,
Human Resources
Nancy Lucia
Associate Superintendent,
Education Services
Richard Odegaard
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities
L. Steven Winlock, Ed.D.
Associate Superintendent,
Elementary Education

Average Daily Attendance

| | Percent |
|----------|---------|
| School | 95.40% |
| District | 95.37% |

SOURCE: 2007-2008, EGUSD

Discipline

| | School | District |
|-------------|--------|----------|
| Suspensions | 128 | 12,551 |
| Expulsions | 0 | 224 |

SOURCE: 2007-2008, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

| | |
|---------------------------|--------|
| Total Students (Oct 2008) | 61,573 |
| Elementary Schools | 39 |
| Middle Schools | 9 |
| High Schools | 9 |
| Alternative Schools | 4 |
| Charter Schools | 1 |
| Adult Education Schools | 1 |
| Special Education Schools | 1 |