

Onaga Elementary School

58001 Onaga Trail • Yucca Valley, CA 92284 • (760) 369-6333 • Grades K-6

Deanna Skinta, Principal
deanna.skinta@morongo.k12.ca.us
www.morongo.k12.ca.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Morongo Unified School District

5715 Utah Trail
Twentynine Palms, CA 92277
(760) 367-9191
www.morongo.k12.ca.us

District Governing Board

L. Hilary Slotta, President

Chris Proudfoot, Member

Karalee Hargrove, Member

John Cole, Member

Kerri Condley, Member

District Administration

Tom Baumgarten, Superintendent
Superintendent

Amy Woods
**Assistant Superintendent,
Instructional Services**

Michael Ghelber
**Assistant Superintendent,
Human Resources**

Sharon Flores
**Assistant Superintendent,
Business Services**

Heidi Burgett
SELPA Director

Principal's Message

Onaga Elementary is a K-6 school that believes all students can succeed academically. Our teachers are highly trained professionals who plan engaging instructional experiences designed to help students achieve grade level expectations. Student and staff achievement are proudly recognized and celebrated. In addition to highly effective standards-based instruction, Onaga provides a safe, orderly environment where students are held accountable for their learning and behavior, and parents are supportive of the educational process. Our school is a shining example of students, staff, and parents working together.

Onaga Elementary School

All school staff are committed to celebrating the uniqueness of each child and guiding each child to fulfillment of his or her potential. Teachers work collaboratively to create a standards-based environment, emphasizing the development of reading, writing, math, social studies, and science skills. The Onaga Elementary School community is committed to promoting a physically and emotionally safe environment where students can thrive socially and academically.

School Mission

Onaga Elementary School envisions a school where:

- There is mutual respect, honesty, responsibility, and cooperation among the school community.
- There is an environment that is physically, emotionally, and academically safe for learning.
- There are consistent learning expectations for each individual student.
- There is collaboration and professional dialogue.
- There is an academically focused environment where students are equipped with the skills which enable them to apply their learning in meaningful context.

The mission of Onaga Elementary School is for the staff, students, parents, and community members to work in partnership guiding students through successful and diverse learning experiences, and developing knowledge, work ethic, and individual responsibility to prepare them for the future. Through integration, cooperation, and recognition of individual differences, we will offer a consistent and measurable progression of academic skills, and promote social values that enable students to reach high levels of academic achievement to become positive and productive citizens.

District Information: Morongo Unified School District currently services 8,515 students in grades TK-12 residing in the communities of Morongo, Yucca Valley, Joshua Tree, and Twentynine Palms. The district currently operates 11 elementary schools, 2 middle schools, 2 high schools, 1 continuation high school, 2 state preschool programs, 3 transitional kindergarten programs, 3 alternative education programs, and a special education preschool program. The student population is comprised of 16.1% receiving special education services, 4.6% qualifying for English learner support, and 68.8% socioeconomically disadvantaged.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	99
Grade 2	115
Grade 3	93
Grade 4	91
Grade 5	100
Grade 6	105
Total Enrollment	720

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.6
Asian	2.2
Filipino	1.5
Hispanic or Latino	31.1
Native Hawaiian or Pacific Islander	0.1
White	58.9
Two or More Races	0.1
Socioeconomically Disadvantaged	70.8
English Learners	5.4
Students with Disabilities	8.9
Foster Youth	0.6
Homeless	4

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 for Onaga Elementary	17-18	18-19	19-20
With Full Credential	31	32	32
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Morongo Unified	17-18	18-19	19-20
With Full Credential	♦	♦	415
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Onaga Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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

In October 9, 2018 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. #19-004 which certifies as required by Education Code §60119 that (1) Morongo Unified School District has provided to each pupil, including English learners, a textbook or instructional materials, or both, to use in class and to take home, (2) "sufficient textbooks or instructional materials" means that all students who are enrolled in the same course within the Morongo Unified School District, have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

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

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Cengage Learning: California REACH for Reading 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw Hill; My Math 2014 McGraw Hill; California Math CCSS Course 1 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin; California Science 2007 (K-6 is not from the most recent State adoption but the district is in the selection phase to adopt new materials. The district has determined through local review that materials are aligned to current state standards. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson, My World Interactive for Grades K-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Inspections

Onaga 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 Onaga Elementary took place on June 26, 2019. Schools are required by state law to report the condition of their facilities; the adjacent School Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2018-19 school year, 100% of student restrooms were fully operational and available for student 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. Teachers and staff submit requests for unscheduled maintenance and special projects to the senior custodian; the senior custodian then evaluates each request and either assigns the project to site custodians or submits a work order to the principal for approval and submission to M&O.

Most of Onaga 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.

A team of one day custodian and one full time evening custodian are assigned to Onaga Elementary and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and senior custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the daytime custodian inspects campus facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. The day custodian is responsible for cafeteria setup/cleanup, school activity setups, minor maintenance, outside grounds areas cleaning, sweeping sidewalks, security checks, and keeping restrooms clean and stocked. Restrooms are monitored and checked by the custodian throughout the day as a proactive measure in eliminating vandalism and keeping facilities safe, sanitary, and stocked. The evening custodian is 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

Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6-26-19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 92 chipped laminate on computer station WO #12413; Room 94 chipped laminate on computer station WO # 12414; Room 97 minor tack surface repairs WO # 2432; Room 99 broken ceiling tile WO # 1232; Room 125 minor tack surface & cove base repairs WO #12359; Room K-2 repair laminate at sink, WO # 12360; Room 113 missing laminate edge on front cubbies, WO # 12333; Room 102 laminate repair needed, WO # 12313; Room 110 broken ceiling tile, WO # 12320; missing lamination in staff workroom, WO # 12366; Library touch up paint (applies to work room off of library), WO # 12361 (completed); Room 114 stained ceiling tiles, WO # 10848; Bldg C boys restroom need to repaint the drinking fountain hand rails, WO # 12447; Room 115 minor laminate repairs, WO 12357; Room 116 (closed) minor laminate repairs, WO # 12358; Room 109 broken ceiling tiles, WO # 10992; Room 112 laminate edge repair on book shelf, WO # 12332;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room 96 lamps not working, WO # 12416 (completed); Library missing lamp diffuser, WO # 1877

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	90s Bldg. boys restroom has loose faucet, WO # 12415; Bldg A restrooms, boys restroom loose toilet seat, WO #12454, stalls not latching, WE # 12455, aerators need cleaning, WO # 12456, girls restroom bad flush valve, WE # 12457; Bldg B restrooms, both hand rails need to be re-painted, WO # 12436 (completed), girls restroom - 1st stall no latch, WO # 12437, flush valve not working, WO # 12438, 4th stall not latching, WO # 12455, boys restroom - 3 spoouts not working, WO # 12441, 1st stall missing a latch, WO # 12442; Admin cold water in sink not working, WO # 12364; Primary Playground drinking fountain not working on south side, WO # 11707 (in progress); Room 114 drinking fountain dripping, WO #10849 (completed); Bldg C boys restroom spouts not working on sinks, WO #12441; Boys restroom missing sign, WO # 12443,
Safety: Fire Safety, Hazardous Materials	Good	Room 123 - curtains not fire rated - being addressed at site; Room K-2 remove items under sink -complete; Room 115 remove items under sink (completed); Room 116 remove items under sink, being addressed at site; Room 120 remove items under sink, (complete); Room 106 remove items under sink, being addressed at site; Room 109 remove items under sink, (completed); Room 112 remove items under sink, (complete)
Structural: Structural Damage, Roofs	Good	Room 119 paint needed on exterior of south wall, WO # 2997 (completed); Room 121 Paint needed on exterior of south wall corner, WO # 2999 (completed); Room 122 touch up paint on west exterior wall and door, WO # 2605 (completed); Room 123 touch up paint on west exterior wall & door, WO # 2598 (completed); Room 98 STC stained ceiling tiles, WO # 10642; Room 107 stained ceiling tiles, WO # 10990; Room 111 stained ceiling tile, WO # 10844; Room 117 Lab stained ceiling tiles, WO # 10852;
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 125 touch up paint needed on exterior of west wall, WO # 2585; Room 100 storage touch up point on hand rails, WO # 2446; Primary playground missing handpost on entry of play structure at stair platform, WO # 12368; Secondary playground Handrail to uupper field needs to be repainted, WO # 12412 (completed), Room 124 touch up poaint on west exterior wall & door, WO # 2594
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	36	40	39	41	50	50
Math	31	33	26	27	38	39

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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	27.6	21.4	9.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	392	98.25	40.15
Male	187	182	97.33	34.07
Female	212	210	99.06	45.45
Black or African American	23	23	100.00	21.74
Asian	11	11	100.00	45.45
Filipino	--	--	--	--
Hispanic or Latino	127	127	100.00	30.95
White	234	228	97.44	46.49
Socioeconomically Disadvantaged	288	281	97.57	37.37
English Learners	32	32	100.00	32.26
Students with Disabilities	50	48	96.00	6.38
Foster Youth	--	--	--	--
Homeless	15	15	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	392	98.25	33.42
Male	187	182	97.33	30.77
Female	212	210	99.06	35.71
Black or African American	24	24	100.00	20.83
Asian	11	11	100.00	54.55
Filipino	--	--	--	--
Hispanic or Latino	126	126	100.00	22.22
White	234	228	97.44	39.04
Socioeconomically Disadvantaged	289	282	97.58	30.50
English Learners	31	31	100.00	32.26
Students with Disabilities	49	47	95.92	6.38
Foster Youth	--	--	--	--
Homeless	15	15	100.00	0.00

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.

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

Parent Involvement

Parents are encouraged participate in Onaga Elementary's learning community by volunteering in the classroom or for school events, attending parent involvement events, or sharing in the decision-making process. The school welcomes assistance in the classroom, in the library, and with field trips. School staff encourage parent involvement on the School Site Council, Safety Committee, and Parent Teacher Organization (PTO). Each of these groups is responsible for 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 or the school office (760) 369-6333.

Onaga Elementary provides a broad range of Family Involvement Opportunities to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

- Back-to-School Night
- Bingo for Books/Read Across Onaga
- Science Night
- Winter Songfest
- Student Recognition Assemblies
- Parent/teacher conferences

School News

School-to-home communication takes place in multiple forms. Parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates through:

- Flyers and school newsletters
- School Loop
- School Messenger
- School Website
- School Marquee
- Classroom Newsletters
- PTO Facebook group

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.

School Safety Plan

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Onaga Elementary in collaboration with local municipal agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current school safety plan was reviewed, updated, and shared with the school site council and school staff in March 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.6	7.5	5.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	9.6	9.8	10.2
Expulsions Rate	0.4	0.6	0.6

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.6
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	34		4	1	33	4	1	1	39		5	1
1	35		4	1	36		5	1	37	2	2	1
2	37		4	1	43		3	1	40		5	1
3	45		3	1	40		4	1	37		4	1
4	41		3	1	39	1	3	1	44		3	1
5	50		3	1	49		3	1	39	1	3	1
6	40	1	3	1	39	1	4	1	43	1	2	2
Other**	9	1							7	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3

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

During the 2017-2018 school year, staff participated in one non-student day of professional development, and seven minimum days. During the 2018-19 school year, staff participated in three non-student days of professional development, and five minimum days. During the 2019-2020 school year, staff will participate in three non-student days of professional development and five minimum days. Staff training topics are identified by the district office and modified by school administration based upon results from teacher surveys and analysis of student assessment results.

2018-19 Staff Training Topics:

- Common Core Standards and Student engagement
- Student-Centered Teaching Strategies
- Data Analysis
- PLC - Professional Learning Communities
- Student Information Systems
- Technology
- Writing Across the Curriculum

Supplemental site-based staff development takes place throughout the year to support ongoing program implementation. Professional Learning Communities activities emphasized collaboration on common assessments.

Morongo Unified School District offers supplemental training and support for new and ongoing program implementation. In 2018-19, professional development opportunities included:

- Benchmark Data Training
- Common Core State Standards - Math
- English Language Arts Writing
- Illuminate Training - English Language Arts & Math
- Integrated Math
- School Safety
- Social Studies Training
- PBIS/MTSS

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The district's BTSA Program (Beginning Teacher Support and Assessment) is a state-approved program that offers additional support and assistance to newly credentialed teachers. To support veteran teachers as well as new teachers to the district, Morongo Unified School District offers Peer Assistance and Review (PAR). Experienced and knowledgeable veteran teachers provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Instructional assistants and paraprofessionals are occasionally provided specially-designed training by district special education specialists. 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 training from district representatives through a job-alike format.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,779	\$49,084
Mid-Range Teacher Salary	\$77,894	\$76,091
Highest Teacher Salary	\$104,891	\$95,728
Average Principal Salary (ES)	\$113,678	\$118,990
Average Principal Salary (MS)	\$125,998	\$125,674
Average Principal Salary (HS)	\$132,095	\$137,589
Superintendent Salary	\$180,508	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

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

Types of Services Funded

In addition to general fund state funding, Morongo Unified School District receives state and federal categorical funding for special programs. For the 2018-2019 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
- Class Size Reduction Grades K-3 (optional)
- Continuation Education
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Transportation
- Transportation: Special Education
- Vocational Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6,546.02	974.89	5,571.13	71,795.86
District	N/A	N/A	7058.34	\$75,941.00
State	N/A	N/A		

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-23.6	-4.9
School Site/ State	-18.1	-2.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.