



Condor Elementary

2551 Condor Rd • Twentynine Palms, CA 92277-0980 • (760) 367-0750 • Grades K-6

Sara Soto, Principal

sara.soto@morongo.k12.ca.us

http://www.morongousd.com/condorelementaryschool_home.aspx

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
Board President

Chris Proudfoot, Member
Board Clerk

Karalee Hargrove, Member
Board Member

John Cole, Member
Board Member

Kerri Condley, Member
Board 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

Condor Elementary School, a school committed to the great success of all students, continues to demonstrate an outstanding record of excellence. Our comprehensive academic programs are designed to provide students with a rigorous and student driven plan where all students can and will succeed. We believe that all of our students are capable of achievement at high levels of success through rigorous instruction, authentic student engagement, and preparedness for college and careers in our ever changing 21st century. This annual report is designed, in part, to communicate our commitment to excellence. Our goal is to share valuable information about our instructional programs, social/behavioral systems, academic achievements, school facilities and safety, highly qualified staff members, textbooks, and expenditures.

All students are supported through the use of specific curriculum and instructional strategies. School-wide master scheduling of academics occurs in kindergarten through sixth grade. This allows all staff to maximize resources and provide equal opportunities for all of our students. 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. Condor Elementary strives to ensure that it is a place where all students feel safe, parents and all stakeholders feel welcome and that a true partnership is established where we work together for the success of each and every one of our Mighty Condors. We have an excellent support system with parents who help our students, teachers, and school through their volunteer services all to the benefits and growths of our students. 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 8,652 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 13.9% receiving special education services, 4.6% qualifying for English learner support, and 68.8% socioeconomically disadvantaged.

Condor Elementary School

Condor Elementary is located adjacent to Twentynine Palms Marine Corps Base in the northeast region of the town of Twentynine Palms. At the heart of Condor Elementary we are a school comprised of students and families contributing their diverse cultures and experiences. Five hundred sixty two students in grades K-6 were enrolled in the last school year. The demographic composition of student enrollment drives us to remain a school community committed to differentiating and integrating the learning we do to serve all of our students and parents equally.

School Vision

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

School Mission

Educate all students.

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	95
Grade 1	88
Grade 2	105
Grade 3	93
Grade 4	72
Grade 5	61
Grade 6	62
Grade 7	1
Total Enrollment	577

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	12
American Indian or Alaska Native	1.4
Asian	2.1
Filipino	2.8
Hispanic or Latino	35.4
Native Hawaiian or Pacific Islander	1.2
White	44.5
Two or More Races	0.2
Socioeconomically Disadvantaged	51
English Learners	4.5
Students with Disabilities	10.4
Homeless	0.2

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 Condor Elementary	17-18	18-19	19-20
With Full Credential	26	28	27
Without Full Credential	0	0	0
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 Condor Elementary

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: October 2018

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

Condor Elementary works closely with the Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Condor Elementary took place on June 17, 2019. 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 2018-2019 school year, Condor received 100% ratings in systems, electrical, and cleanliness of the campus.

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 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 17, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Condor received 100% ratings in the category of Systems that included Gas Leaks, Mech/HVAC, and Sewer
Interior: Interior Surfaces	Fair	<p>In this category we received several D's due to the following:</p> <ul style="list-style-type: none"> Activity Center 1: toilet seat scuffed up in boy's Y girl's restroom; main east door to activity center needs mending; laminate around sink fading; hinges sprung on wash basin base cabinets; repaint/touch up walls; replace tile at boy's restroom door. W.O.'s #12190, #12191, #12204, #12206, #12207, #12208 Classroom 2 GATE: Touch up paint on south wall and touch up paint on upper north-east area wall, W.O. #12210; Stained ceiling tile near east walk, W.O. #12211 Room B4: Corner of computer table needs laminate touch up, W.O. #12220 RCB Room 13 PTO: Minor tack surface tear in south west corner wall, W.O. #12223 RCB Room 14: Vinyl repair on east column, W.O. #2614; tack surface repairs needed, W.O. #12224 RCB Room 16 Computer Lab: Major tack surface repair/replace on the south wall, W.O. #2619 RCB Room 19: Tack surface repair needed under north window and west wall near t.v., W.O. #12228

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<ul style="list-style-type: none"> RCB Room 20: Vinyl repair needed on north window sill and column, W.O. #12229 RCB Room 30: Tear in vinyl on west column and in west window, W.O. #3471
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Condor received 100% ratings in the category of Cleanliness that included Overall Cleanliness and Pest/Vermin Infestation
Electrical: Electrical	Good	Condor received 100% ratings in the category of Electrical
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	In this category we received several D's due to the following: (Fountains- 100%) <ul style="list-style-type: none"> Activity Center 2: Boy's restroom partition needs repaired, W.O. #12213 Portable RR Building: Scuffed toilet seat in girl's restroom, W.O. #12201
Safety: Fire Safety, Hazardous Materials	Good	(Hazardous materials- 100%)
Structural: Structural Damage, Roofs	Good	In this category we received a D due to the following: (Roofs- 100%) <ul style="list-style-type: none"> Admin: Patch wall edge next to drinking fountain, W.O. #12233
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	In this category we received several D's due to the following: (Windows/Doors/Gates/Fences: 100%) <ul style="list-style-type: none"> RCB Room 26: Ramp skirt needs repaired, W.O.# 11522 Primary Playground: Broken slide, W.O. #12233
Overall Rating	Good	96.24% with a school rating of "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	63	63	39	41	50	50
Math	49	55	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	22.2	29.6	29.6

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	267	262	98.13	62.60
Male	136	132	97.06	59.09
Female	131	130	99.24	66.15
Black or African American	35	34	97.14	52.94
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	50.00
Hispanic or Latino	102	100	98.04	67.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	106	104	98.11	60.58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	117	115	98.29	59.13
English Learners	14	14	100.00	71.43
Students with Disabilities	29	28	96.55	39.29

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	267	262	98.13	54.58
Male	136	132	97.06	54.55
Female	131	130	99.24	54.62
Black or African American	35	34	97.14	38.24
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	41.67
Hispanic or Latino	102	100	98.04	57.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	106	104	98.11	58.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	117	115	98.29	55.65
English Learners	14	14	100.00	57.14
Students with Disabilities	29	28	96.55	28.57

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 and Community Involvement.

Condor Elementary contributes much of its success to the partnership established between our school and our community. Parents are encouraged to become involved in Condor Elementary's learning community by volunteering their time, attending school events, and sharing in the decision-making process. We gladly welcome all support and assistance for the betterment of our students. Please contact our Parent Involvement Committee or Parent Teacher Organization for volunteer information.

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

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

Back-to-School Night, Kindergarten Round Up, Veteran's Day Parent Recognition, Math Nights, Open House, Parent/teacher conferences, Parent education workshops focused on reading and math support strategies, PBIS information sessions, Reading Nights, Science Fair, Boohoo Yahoo Breakfast, Student performances, Award Ceremonies, Track Banquet, GATE Parent Night, Student Council Award Night, Track Meets, PTO Meetings, NEHS Induction and Awards Ceremonies, DARE Graduation, Believe in Books, Around the World End of Year Celebration, and School Dances

School News

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

Flyers, School and Classroom Newsletters, School Website, School Marquee, School Messenger, Student/Parent Handbook (available in paper copy and on the school website), Teacher Websites, District Website, Class Dojo, and Remind App

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

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.5	0.0
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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

* 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	37		4	1	34	1	4	1	37		4	1
1	38		4	1	38		4	1	35		4	1
2	36		4	1	36		4	1	42		4	1
3	36		4	1	41		3	1	36		4	1
4	40		2	1	46			3	35		3	1
5	42		2	1	39		2	1	40		2	1
6	26		3		42		2	1	30		3	
Other**	12	1							9	2		

*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. By the end of the 2019-2020 school year, staff will have participated 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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6,258.48	944.51	5,313.97	68,227.11
District	N/A	N/A	7,058.34	\$75,941.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-28.2	-13.4
School Site/ State	-37.8	-14.4

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.

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.