



# Morongo Elementary School

10951 Hess Blvd. • Morongo Valley, CA 92256 • (760) 363-6216 • Grades K-6

James Powell, Principal

james.powell@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

Welcome to Morongo Valley Elementary School! This report will provide parents and community members with information about our school's achievements, resources, students, and staff. Since home and school unity and cooperation are keys to school success, I hope that you will gain a better understanding of our school through the information provided.

As we look to the future, much remains to be accomplished. We will sustain an academic program that is without comparison in our county and beyond. This means expanding program activities before, during, and after school, and continuing our reputation as a full-service community school.

Our school mission is to provide an exceptional learning environment in which all students are fully engaged daily in an appropriate standards-driven curriculum, which responds to the individual needs and strengths of all students. We work with the community, parents, and students to create a balanced approach to gaining knowledge. I encourage you to visit and learn along with us anytime.

### District & School Profiles

#### Morongo Unified School District

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.

#### Morongo Valley Elementary School

Morongo Valley Elementary is located in the heart of Morongo Valley, approximately ten miles north of the Interstate 10 and Highway 62 interchange. During the 2018-19 school year, 170 students were enrolled in grades K-6.

The demographic composition of student enrollment includes 11.7% receiving special education services, 4.6 % qualifying for English learner support, and 92.5% socially economically disadvantaged.

Morongo Valley Elementary provides after-school enrichment and tutoring programs. We also participate in Save the Children's CHANGE (Creating Healthy, Active, and Nurturing Growing-up Environments) Program to increase students' access to physical activity and a healthy diet. The after-school daycare program provides a healthy snack, a minimum of 30 minutes of physical activity, art, homework support, reading intervention, and computer-based activities daily.

All school staff members are committed to celebrating the uniqueness of each child and guiding each to the fulfillment of his or her potential. Teachers work collaboratively to create a standards-based environment, emphasizing the development of reading, writing, and math skills.

Morongo Valley Elementary School is very proud of our students and their achievements. Everyone works together to ensure students reach their goals while cultivating an environment of good character to help students develop into responsible young adults. As a school, we have received: the ERP Honor Roll of Schools in 2015, 2016, 2017, and 2018; the PBIS Bronze Award in 2015-16; and the PBIS Silver Award in 2016-17 and 2017-18.

## School Mission Statement

Our mission is to provide an exceptional learning environment in which all students are fully engaged daily in an appropriate standards-driven Common Core curriculum, which responds to the individual needs of all students.

## School Vision

With support from home and community, our school strives to develop a partnership between all shareholders. The vision of Morongo Valley Elementary School is to develop and nurture our partnership with parents, students, and community to provide an exceptional educational environment in which all students fully participate in a standards-based learning process and become life-long learners, manipulating and mastering the essential state standards necessary for academic promotion. Through this collaboration, along with Multi-Tiered Systems of Support (MTSS) and Positive Behavior Intervention and Support (PBIS), we encourage students to be self-disciplined and promote classroom communities where team members are respectful and supportive of one another, further encouraging a love for learning.

## 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     | 20                 |
| Grade 1          | 32                 |
| Grade 2          | 27                 |
| Grade 3          | 19                 |
| Grade 4          | 28                 |
| Grade 5          | 27                 |
| Grade 6          | 24                 |
| Total Enrollment | 177                |

### 2018-19 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 2.8                         |
| Asian                               | 1.7                         |
| Hispanic or Latino                  | 27.7                        |
| Native Hawaiian or Pacific Islander | 1.1                         |
| White                               | 66.7                        |
| Socioeconomically Disadvantaged     | 72.9                        |
| English Learners                    | 5.1                         |
| Students with Disabilities          | 12.4                        |
| Foster Youth                        | 2.8                         |
| Homeless                            | 0.6                         |

## 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 Morongo Elementary School | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                              | 11    | 11    | 9     |
| Without Full Credential                           | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence       | 0     | 0     | 0     |

| Teacher Credentials for Morongo Unified School district | 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 Morongo 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 SARCs 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 2019

| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption  |
|-----------------------|---|
| Reading/Language Arts | Cengage Learning: California REACH for Reading 2016<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                          |
| Mathematics           | McGraw Hill; My Math 2014<br>McGraw Hill; California Math CCSS Course 1 2014<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
|------------------------|---|
| 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.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| History-Social Science | Pearson, My World Interactive for Grades K-6<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

### School Inspections

Morongo Valley 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 Morongo Valley Elementary took place in October, 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 2018-19 school year, 100% of student restrooms were fully operational and available for use at all times.

### Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and staff submit requests for unscheduled maintenance and special projects to the senior custodian and school secretary; the senior custodian then evaluates each request and either assigns the project to site custodians or submits a work order to M&O for resolution. Most of Morongo Valley 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 day custodian and one part-time evening custodian are assigned to Morongo Valley 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 senior custodian inspects the 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. All staff participate in monitoring and checking restrooms periodically throughout the day as a proactive measure in eliminating vandalism and keeping facilities safe, sanitary, and stocked with supplies. 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

Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, modernized playground equipment, modernized cafeteria tables and benches, and floor and roof systems.

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

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned  |
|--|---------------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          | N/A  |
| <b>Interior:</b><br>Interior Surfaces                                      | Fair          | Library- Minor laminate repairs, W.O. #12311, Room 101- Red Stain on carpet, Room 103- Re-glue laminate edge on front casework near white board, W.O. #12317, RCB Room 113- Stained and broken ceiling tiles, W.O. #12351, Admin. Area- Broken ceiling tile in workroom, W.O. #12392.  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good          | N/A  |
| <b>Electrical:</b><br>Electrical   | Good          | N/A  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          | Room 115- Stained ceiling tile in custodial area, W.O. #12352; drinking fountain is not working (low pressure) W.O. #12354. Room 116- One drinking fountain low pressure and one has too high of pressure, W.O. #12384, Kindergarten Playground- Drinking fountain is not working, W.O. #11481.  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          | N/A  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | Room 107- (1) stained ceiling tile, W.O. #12347, Activity Center- Stained ceiling tile, W.O. #12314; chipped laminate, W.O. #12316.  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Fair          | Room 105- Touch up paint on bottom of activity center door, W.O. #12322; adjust door closer, W.O. #12323, Room 106- Touch up paint on bottom of activity center door, W.O. #12324; adjust door closer, W.O. #12325, Room 108- Fill screen holes, west wall, W.O. #12349, Room 110- Touch up paint on north door, W.O. #12350, Room 111- Bleach under sink needs to be removed per I.P.P.; north door needs adjusted (hard to close.) W.O. #11471, Restroom Building- Adjust kick plate corners on both doors, W.O. #12388, |
| <b>Overall Rating</b>  | <b>Good</b>   |  |

## 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     | 55           | 57           | 39             | 41             | 50          | 50          |
| Math    | 49           | 45           | 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           | 20.0   | 24.0   | 36.0   |

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                        | 102              | 98            | 96.08          | 57.14                   |
| Male                                | 47               | 45            | 95.74          | 48.89                   |
| Female                              | 55               | 53            | 96.36          | 64.15                   |
| Black or African American           | --               | --            | --             | --                      |
| Asian                               | --               | --            | --             | --                      |
| Hispanic or Latino                  | 28               | 27            | 96.43          | 40.74                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 70               | 67            | 95.71          | 64.18                   |
| Socioeconomically Disadvantaged     | 76               | 73            | 96.05          | 56.16                   |
| English Learners                    | --               | --            | --             | --                      |
| Students with Disabilities          | 16               | 15            | 93.75          | 20.00                   |
| Foster Youth                        | --               | --            | --             | --                      |
| Homeless                            | --               | --            | --             | --                      |

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                        | 102              | 98            | 96.08          | 44.90                   |
| Male                                | 47               | 45            | 95.74          | 44.44                   |
| Female                              | 55               | 53            | 96.36          | 45.28                   |
| Black or African American           | --               | --            | --             | --                      |
| Asian                               | --               | --            | --             | --                      |
| Hispanic or Latino                  | 28               | 27            | 96.43          | 40.74                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 70               | 67            | 95.71          | 49.25                   |
| Socioeconomically Disadvantaged     | 76               | 73            | 96.05          | 42.47                   |
| English Learners                    | --               | --            | --             | --                      |
| Students with Disabilities          | 16               | 15            | 93.75          | 13.33                   |
| Foster Youth                        | --               | --            | --             | --                      |
| Homeless                            | --               | --            | --             | --                      |

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 to get involved in Morongo Valley Elementary's learning community by volunteering their time, attending school events, and/or sharing in the decision-making process. The school welcomes assistance everywhere on campus with a primary focus on in classroom and library involvement.

Parent representatives are an integral part of the School Site Council, English Learners Advisory Council, and Morongo Valley Elementary School Foundation. 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 the principal or their child's teacher at (760) 363-6216.

Morongo Valley Elementary provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year various events may take place. Staff strive to provide and encourage parents to attend:

Back-to-School Nights  
Character Building Assemblies  
School Site Council  
MVES Foundation  
Chili Cook Off  
Harvest Festival  
International Night  
Movie Night  
Mustang Car Show  
School Plays/Musicals  
Science Fair  
Student Spelling Bee  
Track

#### School News

Parents are kept informed regarding school news, student activities, schedules, policy changes, and class curriculum updates through:

Flyers  
Monthly School Newsletters  
Phone calls to students' homes  
Text messages and Emails  
School marquee  
School website

Translation for written correspondence is available upon request.

### 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 Morongo Valley Elementary in collaboration with local municipal agencies and the district office to fulfill Senate Bill 187 requirements. Regular practice drills are held. Drills are designed to include both community and site only response plans.

In addition; Morongo Unified School District utilizes the Raptor Security System to monitor and verify all drills and visitors to our site. 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, shared with school staff, and approved in March, 2019. The next approval of the plan is scheduled for March of 2020.



| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 5.7     | 3.8     | 3.1     |
| 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           | 23                         | 2                               |                                  | 1                              | 24                         | 1                               | 2                                |                                | 20                         | 2                               |                                  |                                |
| 1           | 21                         |                                 | 2                                |                                | 27                         | 1                               |                                  | 1                              | 26                         | 1                               | 1                                |                                |
| 2           | 28                         |                                 | 2                                |                                | 26                         |                                 | 2                                |                                | 21                         | 1                               | 2                                |                                |
| 3           | 26                         |                                 | 2                                |                                | 29                         |                                 | 2                                |                                | 19                         | 2                               |                                  |                                |
| 4           | 23                         |                                 | 2                                |                                | 22                         |                                 | 2                                |                                | 27                         |                                 | 2                                |                                |
| 5           | 35                         |                                 |                                  | 2                              | 24                         |                                 | 2                                |                                | 26                         |                                 | 2                                |                                |
| 6           | 24                         | 1                               | 2                                |                                | 33                         |                                 | 1                                | 1                              | 18                         | 1                               | 2                                |                                |
| Other**     |                            |                                 |                                  |                                | 8                          | 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.

### 2019-20 Staff Training Topics:

Positive Behavior and Supports (PBIS)  
Multi-Tiered System of Supports (MTSS)  
Common Core Standards and Student engagement  
Student-Centered Teaching Strategies  
Data Analysis  
Professional Learning Communities  
Student Information Systems  
Technology  
Writing Across the Curriculum  
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

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

The district's Beginning Teacher Support and Assessment (BTSA) program is a state-approved program that offers additional support and assistance to newly credentialed teachers.

To support veteran teachers as well as teachers who are new to the district Morongo Unified School District offers Peer Assistance and Review (PAR). In this program, 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/](http://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 2018-19 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
- After School Enrichment Program
- 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 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 | 9063.65 | 1,179.16   | 7,884.49     | 76,748.94              |
| District    | N/A     | N/A        | 7058.34      | \$75,941.00            |
| State       | N/A     | N/A        | \$7,506.64   | \$78,059.00            |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 11.1         | -7.1                   |
| School Site/ State   | 2.1          | -3.6                   |

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.