



# Joshua Tree Elementary School

4950 Sunburst Avenue • Joshua Tree, CA 92252 • (760) 366-8459 • Grades K-6

Daniele Snider, Ed.D., Principal

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[http://www.morongousd.com/joshuatreeelementaryschool\\_home.aspx](http://www.morongousd.com/joshuatreeelementaryschool_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](http://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**

Joshua Tree Elementary School is a place where all students can learn. We provide a safe educational environment and teaching strategies designed to meet individual needs. Here, students attain a foundation of skills, self-discipline, self-esteem, and a sense of responsibility in order to prepare themselves to be responsible citizens. To achieve these educational goals and objectives, Joshua Tree Elementary School focuses on the California Standards and positive student behavior.

### **District & School Profiles**

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.

### **Joshua Tree Elementary School**

Joshua Tree Elementary is located in the central area of Joshua Tree, about three blocks north of Highway 62. During the 2019-20 school year, 374 students in grades Pre-K through 6th were enrolled. The demographic composition of student enrollment includes 22% receiving special education services, 3.8% qualifying for English learner support, and 98% enrolled in the Free and Reduced Price Meal program. Joshua Tree Elementary is the only school in the district to house a federally-funded preschool program (half-day) for children ages 3-5 who are severely handicapped. All school staff are committed to celebrating the uniqueness of each child and guiding each child to fulfillment of his or her potential. A rigorous, challenging curriculum, creative intervention programs, and school wide incentives continue to foster academic achievement and increase student performance levels in both reading and math.

### **School Mission**

The mission of Joshua Tree Elementary is to provide a safe and caring community committed to achievement through academic, physical, and creative endeavors empowering students to become responsible, productive, and successful in our changing society.

## 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	79
Grade 1	49
Grade 2	55
Grade 3	41
Grade 4	43
Grade 5	36
Grade 6	43
<b>Total Enrollment</b>	<b>346</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	1.4
Filipino	2
Hispanic or Latino	31.2
Native Hawaiian or Pacific Islander	1.4
White	57.8
Socioeconomically Disadvantaged	91
English Learners	4
Students with Disabilities	13.6
Foster Youth	2
Homeless	1.4

## 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 Joshua Three	17-18	18-19	19-20
With Full Credential	17	18	18
Without Full Credential	3	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 Joshua Three 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: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	OWL Open the World of Learning, Early Learning Pre-K (year of adoption: 2012)  Cengage Learning: California REACH for Reading 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	OWL Open the World of Learning, Early Learning Pre-K (year of adoption: 2012)  McGraw Hill; My Math 2014  McGraw Hill; California Math CCSS Course 1 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	OWL Open the World of Learning, Early Learning Pre-K (year of adoption: 2012)  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.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Pearson, My World Interactive for Grades K-6 OWL Open the World of Learning, Early Learning Pre-K (year of adoption: 2012)  <b>The textbooks listed are from most recent adoption:</b> Yes <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)

### Facilities Maintenance

Joshua Tree Elementary School has 9 student restrooms, 8 adult restrooms, 18 Classroom, 2 computer labs, a library, speech room, 3 playgrounds, a multipurpose room, and staff work spaces and office spaces. The School custodial staff and district's maintenance department work together to ensure these facilities provide adequate space for students, staff, and visitors. 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 M&O for resolution. Most of Joshua Tree 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 day and evening custodians are assigned to Joshua Tree Elementary and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and senior custodian communicate daily regarding 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 evening custodian performs a second inspection of the campus when securing facilities at the end of each day.

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. Restrooms are monitored and checked by the senior custodian throughout the day as a proactive measure in eliminating vandalism and keeping facilities safe, sanitary, 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.

### San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Morongo Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on September 10, 2019. Results of the inspection and corrective action taken by the district are provided in the table below. During this inspection it was determined that restrooms and sinks were operational, with the exception of the restroom by room 18 where the toilet/urinal was leaking and the urinal was not working. These repairs were conducted on 9/10/2019 and remedied during the inspection. All water fountains were operational and in good repair with the exception of the sink fountain in room 14, which was fixed on 09-10-2019 and remedied during the inspection. It was also determined that classroom, multipurpose room, library, playgrounds, and staff spaces were operational and in good repair with the exceptions of the following repairs:

Rm 1 - Stained ceiling tiles near window (WO #11416),

Rm 10 - Missing pencil sharpener handle and some drywall patch/paint on table bases (WO #11354);

Rm 11 - minor chip on laminate on computer stations; cover projector hole in teacher's station (WO #11358);

Rm 13 - Cover old projector hole in teaching wall (WO #11404);

Rm 14 - Teacher's peninsula needs securing (WO # 11405) Missing pencil sharpener.

Rm 15 - Minor chip on laminate on computer stations and cover projector hole in teacher's stations (WP #11406);

Rm 17 - Laminate repairs (WO #12590)

Library - Laminate chipping on north corner edge of library station, include south corner edge as well, W.O. #4237; re-glue top edge laminate around bookshelf along wall (separating); missing laminate on reading bench & corner of computer station.

Kindergarten playground - woodchips needs refilling (WO #11356); clean off Artificial turf, weeding (WO #11416).

Rm 19/ECP - Paint exterior doors, (fading) and door jamb of shed, (peeling.) W.O. #11418.

Lower Hallway - Touch up paint on wall outside rooms, (knicks.) W.O. #11390.

Upper Hallway - Touch up paint on wall outside rooms, (knicks.) W.O. #11389.

Combo Playground - Need wood chip refill, W.O. #11401; cracks on asphalt throughout, W.O. #7270; leaking irrigation valves south of preschool. School Grounds Site needs erosion and weed control; asphalt needs seal coat.

MPR - Re-paint exterior storage doors, (faded) W.O. #11392; adjust closers on doors, W.O. #11421.

Kitchen - Re-paint exterior door, (west, faded.) W.O. #11393.

During the inspection conducted on September 10, 2019, it was determined that the school facility was adequate and overall in good repair.

### School Inspections

Joshua Tree 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 Joshua Tree Elementary took place on June 20, 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, sinks, and fountains were fully operational and available for use at all times after the minor repair conducted on June 20, 2019, during the inspection (Upper restroom - Soap dispenser in boy's restroom; scuffed toilet seats in girl's restroom). During the inspection the following discrepancies were noted throughout the site:

Kindergarten Playground - Needs to refill woodchips (work order #11356)

Kindergarten Playground - clean off artificial turf, weeding, (W.O. #11416)  
Room 1 - Stained ceiling tiles near window, W.O. #11417.  
Room 10 (Computer Lab) - Pencil sharpener missing handle; some drywall patch/paint on table bases, W.O. #11354.  
Room 12 - Pencil sharpener missing parts; (repaired during inspection)  
Room 13 - Cover old projector hole in teaching wall, W.O.#11404.  
Room 14 - Teacher's peninsula needs securing, W.O. #11405; missing pencil sharpener.  
Room 15 - Minor chip on laminate on computer stations; cover projector hole in teacher's station, W.O. #11406.  
Room 17, 18, and Library - Laminate repairs, W.O. #12590.  
Lower Hallway, Upper Hallway - Touch up paint on wall outside rooms, (knicks.)( W.O. #11390 and # 11389)  
Staff Room - Need all gender neutral signs on staff restrooms. W.O. #11391.  
MPR - Re-paint exterior storage doors, (faded) W.O. #11392; adjust closers on doors, W.O. #11421.  
Kitchen - Re-paint exterior door, (west, faded.) W.O. #11393.  
Combo Playground - Need wood chip refill, W.O. #11401; cracks on asphalt throughout, W.O. #7270; leaking irrigation valves south of preschool.  
School Grounds - Site needs erosion and weed control; asphalt needs seal coat.

During the inspection conducted on September 10, 2019, it was determined that the school facility was adequate and overall in good repair.

#### Deferred Maintenance

Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2018-19 school year, Joshua Tree Elementary did not receive any repairs from deferred maintenance funds.

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 10, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Stained ceiling tiles near window in Rm 1 (WO #11416), Missing pencil sharpener handle and some drywall patch/paint on table bases in room 10 (WO #11354); Rm 11 minor chip on laminate on computer stations; cover projector hole in teacher's station (WO #11358); Rm 13 Cover old projector hole in teaching wall (WO #11404); Rm 14 Teacher's peninsula needs securing (WO # 11405) Missing pencil sharpener. Rm 15 Minor chip on laminate on computer stations and cover projector hole in teacher's stations (WP #11406); Rm 17 Laminate repairs (WO #12590)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Library Laminate chipping on north corner edge of library station, include south corner edge as well, W.O. #4237; re-glue top edge laminate around bookshelf along wall (separating); missing laminate on reading bench & corner of computer station.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Toilet/Urinal in restroom by room 18 leaking, Urinal in restroom by room by not working. Repairs were completed on 09/10/2019 and remedied during the inspection. Sink Fountain in room 14 had low water pressure. Repairs were completed on 09/10/2019 and remedied during the inspection. /Upper restroom Soap dispenser in boy's restroom; scuffed toilet seats in girl's restroom.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Kindergarten playground woodchips needs refilling (WO #11356); clean off Artificial turf, weeding (WO #11416). Rm 19/ECP Paint exterior doors, (fading) and door jamb of shed, (peeling.) W.O. #11418. Lower Hallway Touch up paint on wall outside rooms, (knicks.) W.O. #11390. Upper Hallway Touch up paint on wall outside rooms, (knicks.) W.O. #11389. Combo Play ground Need wood chip refill, W.O. #11401; cracks on asphalt throughout, W.O. #7270; leaking irrigation valves south of preschool. School Grounds Site needs erosion and weed control; asphalt needs seal coat. MPR - Re-paint exterior storage doors, (faded) W.O. #11392; adjust closers on doors, W.O. #11421. Kitchen - Re-paint exterior door, (west, faded.) W.O. #11393.
<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	27	25	39	41	50	50
Math	22	18	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	16.7	30.6	19.4

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	169	158	93.49	25.32
Male	88	82	93.18	23.17
Female	81	76	93.83	27.63
Black or African American	15	13	86.67	30.77
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	45	97.83	17.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	99	91	91.92	25.27
Socioeconomically Disadvantaged	156	147	94.23	24.49
English Learners	15	14	93.33	42.86
Students with Disabilities	39	37	94.87	8.11
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	169	159	94.08	17.61
Male	88	83	94.32	19.28
Female	81	76	93.83	15.79
Black or African American	15	13	86.67	30.77
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.00	4.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	99	91	91.92	18.68
Socioeconomically Disadvantaged	156	147	94.23	17.69
English Learners	15	15	100.00	13.33
Students with Disabilities	39	37	94.87	5.41
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 Joshua Tree Elementary's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, office, and library.

Parent representation is an integral part of the Site Based Management Committee (SBMC), English Learner Advisory Council, GATE Advisory, 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 school staff at (760) 366-8459. Parents may contact school staff via email; the directory is available on the school website.

Joshua Tree Elementary provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

- Awards Ceremonies
- Back-to-School Night
- Bingo for Books
- Donuts for Dads
- Fall Festival
- Family Movie Night
- Muffins for Moms
- Open House
- Reading Night
- Science Fair
- Spelling Bee
- Student Drama Performances
- Art Night

## School News

School-to-home communication is provided in both English and Spanish. Parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates through:

- Flyers and Letters
- School Loop
- School Messenger (automated telephone message broadcast system)
- School website
- School marquee
- Social media

### 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 Joshua Tree 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 school staff in April 2019. The safety of the student on the school grounds are ensured before, during and after school through these plans

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	11.6	11.1	4.5
Expulsions Rate	0.4	0.2	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)	1.5
Other	1.0

\* 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.

**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	32		3	1	28	1	2	1	29		4	1
1	27	1	1	1	34		2	1	29	2		1
2	32		2	1	25	2		1	36		2	1
3	37		1	1	28	1	1	1	22	1	1	1
4	38		1	2	33		1	1	32		2	1
5	48			2	37		1	1	30		1	1
6	33		2	1	31	1	2	1	24	1	2	1
Other**	13	2			11	1			3	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/](http://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	7,095.53	1,375.86	5,719.67	58,215.43
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	-21.0	-6.4
School Site/ State	-12.9	-7.5

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.

### **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 2019-2020 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: 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.