Oasis Elementary School

73175 El Paseo Drive • Twentynine Palms, CA 92277 • (760) 367-3595 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Morongo Unified School District

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District Governing Board

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Superintendent

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Assistant Superintendent, Business Services

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Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about Oasis Elementary School's instructional programs, academic achievement, materials and facilities, and the staff. Parents and community play a very important role in our schools. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Oasis is committed to ensure each student learns and receives the education they need. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming, stimulating environment where students are actively involved in learning academics, as well as positive values. Together, through everyone's' hard work, our students will be challenged to reach their maximum potential

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, 4.2

% qualifying for English learner support, and 68.8% socioeconomically disadvantaged.

Oasis Elementary School

Oasis Elementary is centrally located in Twenty nine Palms, about one block north of Highway 62. During the 2019-20 school year, approximately 570 students in grades K-6 were enrolled. The demographic composition of student enrollment includes 9.2% receiving special education services, 4.2% qualifying for English learner support, and 69.7% enrolled in the Free and Reduced Price Meal program.

All school staff are committed to celebrating the uniqueness of each child and guiding each child 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.

School Mission

Oasis Elementary faculty and staff ensure all of our students become critical thinkers, lifelong learners, and productive citizens using the Bobcat Way.

School Vision

Oasis Elementary:
- • Develops, implements, and monitors a rigorous, standards-based curriculum
- • Uses current, research-based educational information teaching strategies, and methodologies to promote life-long learning
- • Builds productive relationships and is a positive influence within our community

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	88
Grade 1	94
Grade 2	88
Grade 3	76
Grade 4	84
Grade 5	86
Grade 6	83
Total Enrollment	599

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	18.4
American Indian or Alaska Native	1.3
Asian	2.5
Filipino	3.2
Hispanic or Latino	29.5
Native Hawaiian or Pacific Islander	4.7
White	39.6
Two or More Races	0.2
Socioeconomically Disadvantaged	84.5
English Learners	4.2
Students with Disabilities	11.2
Foster Youth	1.3
Homeless	7.2

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 Oasis Elementary	17-18	18-19	19-20
With Full Credential	29	29	26
Without Full Credential	2	2	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 Oasis 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 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)

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 or principal; requests are evaluated and either assigned to site custodians or a work order is prepared and submitted to M&O for resolution. Most of Oasis 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 are assigned to Oasis Elementary and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and senior custodian communicate frequently to discuss campus cleaning needs and safety concerns. Every morning before school begins, the senior custodian inspects 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. Restrooms are monitored and checked by the custodian, teachers, and supervision aides 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.

School Inspections
Oasis 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 Oasis Elementary took place on June 27th 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 2019-20 school year, 100% of restrooms were fully operational and available for student use at all times.

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 1, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 1 chipped laminate W/O # 12627 Room 2 chipped laminate W/O # 12922 Room 4 chipped laminate W/O # 12628 Room 5 chipped laminate, missing handle on sink base cabinet, molding needs repaired on surface east wall W/O #s 12639, 12631. 12632 Room 6 Torn Carpet W/O # 12633 Room 8 Chipped/Missing Laminate W/O #12634 Room 32 Hand rail paint;torn tack surface W/O 12941 #4779
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room 15 Bad lamps W/O #12929 Room 18 and 19 Bad Lamps W/O #12934

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Room 3 Drinking fountain shoots water too far W/O #12629 Room 9 Check for leak under sink W/O # 12923 Room 16 Loose handle on sink W/O # 12928 Room 17 Stained ceiling tiles, loose handles on sink faucets, Work Order #12930 Portable restroom Floor needs replaced in both boy's and girl's restrooms W/O #12939 Staff restroom Need all gender signs on old admin staff restrooms W/O #12948 Exterior RR's Wing 1 Boy's restroom-adjust stall door-not latching; missing soap dispenser; girls's restroom-loose toilet seat W/O #12955 #12956 #12957 Exterior Staff RRs Wing 2 Boy's restroom loose toilet seats W/O #12958 Exterior RRs Wing 3 Girl's restroom-missing soap dispenser cover, boy's restroom--loose toiet bowl W/O #12958 #12959 Exterior RRs WIng 4 Boy's restroom-adjust door closer; loose toilet seat; girl's restroom-align stall door not latching W/O #12960 #12961 ##12962
Safety: Fire Safety, Hazardous Materials	Good	Room 34 Curtain not fire rated (needs to be addressed at site level)
Structural: Structural Damage, Roofs	Good	Room 11 stained ceiling tile W/O #12925 Room 17 Stained ceiling tiles W/O #12930 Room 18 and 19 Stained ceiling tiles W/O #12933 Room 29 Stained ceiling tiles, and need minor tack surface patch repair/replace ramp deck W/O #1365, 12936 12937 MPR needs fascia touch up W/O #12944
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Ramp and landing decking needs to be replaced W/O #12943 Kindergarten playground Grind asphalt transitions; concrete repair needed; need wood chips W/O #12949 #12950 Loose seam cover on tube slide; one cracked swing seat W/O #12951 #12950 Secondary Playground Grind asphalt transitions; concrete repair needed; need wood chips W/O #12953 #12954
Overall Rating	**Good**	94.41%

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	33	36	39	41	50	50
Math	20	22	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	23.8	27.4	16.7

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	337	322	95.55	36.34
Male	168	161	95.83	29.19
Female	169	161	95.27	43.48
Black or African American	56	52	92.86	23.08
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	11	91.67	54.55
Hispanic or Latino	91	88	96.70	29.55
Native Hawaiian or Pacific Islander	12	11	91.67	27.27
White	151	145	96.03	40.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	281	269	95.73	31.23
English Learners	18	17	94.44	47.06
Students with Disabilities	46	44	95.65	6.82
Foster Youth	--	--	--	--
Homeless	35	35	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	337	321	95.25	22.12
Male	168	160	95.24	25.00
Female	169	161	95.27	19.25
Black or African American	56	52	92.86	11.54
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	11	91.67	45.45
Hispanic or Latino	91	88	96.70	18.18
Native Hawaiian or Pacific Islander	12	11	91.67	9.09
White	151	144	95.36	25.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	281	269	95.73	19.33
English Learners	18	17	94.44	23.53
Students with Disabilities	46	44	95.65	13.64
Foster Youth	--	--	--	--
Homeless	35	35	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parent Involvement

Parents are encouraged to get involved in Oasis 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, library, and chaperoning field trips. Parents who wish to volunteer must be fingerprinted and have a current TB test.

Parent representatives are an integral component of the School Site Council. This group is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Parent Teacher Organization (PTO) representatives organize efforts of parent volunteers, plan school PTO-sponsored activities, support academic celebrations, and connect parents with community resources. Parents seeking more information about becoming an active member in the school community may contact their child's teacher, the school secretary, or a PTO representative at (760) 367-3595.

Oasis 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:

- Back-to-School Night
- Fall Festival
- Family Luau
- Family Science Night
- Parent/teacher conferences
- Principal Q&A

- Reading Night
- Winter-fest
- Student performances
- Student recognition activities
- PBIS Program and Incentives
- Active PTO and events

School News

School-to-home communication takes place in multiple forms. Parents are kept up to date on school news, student activities, schedules, policy changes, and class curriculum through the:
- Trimester school newsletters (on website)
- Monthly PTO Meetings
- Class newsletters
- Bulletin board located in the multipurpose room and flyers advertising upcoming events
- Illuminate parent and student portals
- On-line student information system
- School Messenger telephone system
- School website
- School marquee
- PTO Facebook and Newsletters

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 Oasis 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 and updated in September 2019, and later shared with school staff in October 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.0	7.0	8.5
Expulsions Rate	0.0	0.1	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)	2.6
Other	

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	31	1	4	1	40		4	1	34		4	1
1	36		4	1	36		4	1	23		4	
2	36		3	1	35	1	3	1	34	1	3	1
3	37		3	1	42		3	1	30	4		1
4	46		3	1	50		1	2	41		3	1
5	45		2	1	45		3	1	42		3	1
6	42		3	1	42		3	1	40		3	1
Other**									53	1		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 2019-2020 school year, staff participated in three non-student day of professional development, and seven minimum days. During the 2019-20 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.

2018-2019 Staff Development Days

August 20th 2018

Review previous years Benchmark data

Review PBIS rules and procedures

Complete mandatory trainings to satisfy all district mandates.

November 8th 2018

Fall TFI review with stakeholders

PBIS Workshop presented by Mrs. Lindsey

TFI Review presented by PBIS committee

Certificated staff meet by grade level and review PLC data

March 13th 2018

Review with staff on MTSS roles

Review of Benchmark data

Plan for upcoming CASP testing

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 2019-20, 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

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2019-20 Staff Development Days

August 23rd 2019

- Ruby Payne presenter on "A Framework for Understanding Poverty". All staff received a copy of the book and are reviewing the book throughout the year during staff meetings.

This training was provided for all staff to help relate to all stakeholders at the site

November 8th 2019

PBIS Workshop presented by Mrs. Lindsey

TFI Review presented by PBIS committee

How to properly document behavior in Illuminate presented by Dr. Gurwell

GATE and how to differentiate instruction for students

Certificated staff meet by grade level and review PLC data

March 3rd 2019

PBIS Workshop presented by PBIS committee

Review of data and prep for upcoming CASP testing.

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- 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	6085.71	764.41	5321.30	69104..16
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	-28.1	-7.4
School Site/ State	-32.1	-8.5

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 2018-2019school 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.