



# TWENTYNINE PALMS HIGH SCHOOL

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## School Accountability Report Card

A Report of 2013-14 School Activity Published in 2014-15

### Twentynine Palms High School

Grades 9-12  
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### Morongo Unified School District

#### Board of Education

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Deborah Turner, Ed.D  
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Instructional Services

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Human Resources

Sharon Flores  
Assistant Superintendent  
Business Services

The statistical information disclosed in this report is obtained from the California Department of Education and the Morongo Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Data for the instructional materials and school facilities sections were acquired in January 2015, respectively.

### PRINCIPAL'S MESSAGE

At Twentynine Palms High School, we have a strong heritage of Wildcat Pride that we hope our students carry with them for the rest of their lives! We believe we offer a solid academic program that is equal to any offered elsewhere, and that is adaptable to each student and his or her own individual needs. We hope to develop a strong home/school partnership with all the families that we serve. Parental support for the school sends a vital message to students about the importance of education. Together, we can help our students shape bright futures for themselves and our community.

### DISTRICT & SCHOOL PROFILES

#### MORONGO UNIFIED SCHOOL DISTRICT

Morongo Unified School District currently services 9,047 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, 4 transitional kindergarten programs, and a special education preschool program. The student population is comprised of 12.3% receiving special education services, 3.8% qualifying for English learner support, and 66.7% enrolled in the Free and Reduced Price Meal program.

#### TWENTYNINE PALMS HIGH SCHOOL

Twentynine Palms High is located north of Hwy 62 and one block west of Mesquite Springs Road. During the 2013-14 school year, 775 students in grades 9-12 were enrolled. The demographic composition of student enrollment includes 15.4% receiving special education services, 2.1% qualifying for English learner support, and 52.8% 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 fulfillment of his or her potential. Teachers work collaboratively to create a standards-based environment.



#### Percentage of Students by Ethnicity/Grade Level 2013-14

Ethnic Group	%	Grade Level	#
African American	12.6%	Grade 9	212
American Indian or Alaskan Native	0.9%	Grade 10	211
Asian	2.2%	Grade 11	173
Filipino	3.2%	Grade 12	179
Hawaiian or Pacific Islander	3.1%		
Hispanic or Latino	25.0%		
White (not Hispanic)	45.8%		
Two or More Races	7.1%		
Total Enrollment			775

### SCHOOL MISSION

All students at Twentynine Palms High School will graduate with a realistic vision of his/her future. This graduate will be equipped with the basic skills of communication and computation needed to be successful and flexible in his/her vocation, and will possess respect for others and an understanding of his/her role as a responsible citizen.

### LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE)

Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

## PARENT INVOLVEMENT

Parents are encouraged to get involved in Twentynine Palms High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance on campus and in the library. With 24-hour advanced notice, parents may attend and observe any of their child's classes to gain a better understanding of what their child is experiencing in an effort to improve behavior or academic performance.

Parent representation is an integral component of the Site Base Management Committee, Music Boosters, Theater Boosters, and Athletic Boosters. Each of these groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. The Activities Director and Parent Involvement Coordinator document attendance and prepare written reports of events. Parents seeking more information about becoming an active member in the school community may contact the principal at (760) 367-9591.

Twentynine Palms High provides a broad range of activities, services, and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to use and attend:

- Athletic Events
- AVID Parent Nights
- Award Programs
- Back-to-School Night
- College Night
- Concerts and Productions
- International Festival
- New Student/Parent Orientations
- Parent Educating Nights
- Parent/Teacher Conference Days

## SCHOOL NEWS

School-to-home communication takes place in multiple forms; translation of school information is available upon request. Parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates through:

- "Pawprint" newsletters
- Email
- Letters/flyers/memos (mailed and sent home with students)
- School Messenger (automated phone system)
- School website
- Radio and community press releases

## STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Twentynine Palms High offers students multiple opportunities

to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include: end-of-unit tests, classroom observation, report card grades, standardized state assessments, and monthly benchmark assessments.

## STANDARDIZED STATE ASSESSMENTS

Students at Twentynine Palms High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards

STAR Results									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	TPHS			MUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	47	50	59	51	54	57	54	56	55
Math	24	23	25	44	44	50	49	50	50
History	44	42	46	39	37	41	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	TPHS			MUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	38	62	58	56	63	60	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science	
2013-14	
	Percentage of Students Scoring at Proficient and Advanced Levels
MUSD	60
TPHS	58
Male	64
Female	52
African American	30
American Indian or Alaskan Native	
Asian	
Filipino	
Hispanic or Latino	52
Hawaiian or Pacific Islander	
White (not Hispanic)	67
Two or More Races	71
Economically Disadvantaged	42
English Learners	
Students with Disabilities	
Migrant Education	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	TPHS			MUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English-Language Arts	48	59	59	47	49	31	56	57	56
Math	47	55	60	45	47	30	58	60	62

California High School Exit Exam Tenth Grade Results by Student Group 2013-14						
	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
MUSD						
All Students	47	26	26	46	39	15
TPHS						
All Students	41	28	31	40	40	20
Male	43	22	35	32	42	25
Female	39	34	27	47	39	14
African American	55	38	7	62	34	3
Hispanic or Latino	42	27	31	48	27	25
White (not Hispanic)	39	25	36	33	48	19
Two or More Races	38	31	31	25	44	31
Economically Disadvantaged	56	27	17	53	37	10
Students with Disabilities	96	4	0	92	8	0

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.

Academic Performance Index Three-Year Performance Comparison			
	TPHS		
	Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	6	5	6
Similar Schools Rank	9	8	9
	Actual API Change		
	2010-11	2011-12	2012-13
	All Students	6	-6
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino	24	-31	43
Hawaiian or Pacific Islander			
White (not Hispanic)	17	4	3
Two or More Races			
Other Subgroups			
Economically Disadvantaged	35	-21	33
English Learners			
Students with Disabilities			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Twentynine Palms High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

### CALIFORNIA HIGH SCHOOL EXIT EXAM

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma; a passing score on the CAHSEE is 350 for the language arts portion and 350 for the math portion. The CAHSEE table in this report provides the number of students who met Proficiency (achieved a score of 382 for language arts and 381 for math) or Advanced (achieved a score of 403 for language arts and 426 for math).

The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 84% of Twentynine Palms High School's tenth grade students who took the test in 2013-14 passed the math portion (earned a score of 350 or higher) of the exam and 83% passed the English/language arts portion of the exam (earned a score of 350 or higher). Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

### ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades

10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Twentynine Palms High's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

### PHYSICAL FITNESS

In the spring of each year, Twentynine Palms High is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	10.0%	31.8%	52.2%

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.

### ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Criteria	TPHS	MUSD
Overall Performance	No	*
Participation Rate		
Language Arts	Yes	*
Math	Yes	*
Percent Proficient		
Language Arts	No	*
Math	Yes	*
Graduation Rate	Yes	*
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	14/15	*
Number of Criteria Possible		

A "\*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria.

In 2013-14, Twentynine Palms High did not participate in the Title I program and, therefore, is not required to comply with

respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California AYP calculations determine whether a Title I school has met performance goals. Schools not meeting AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Title I PI Status 2014-15		
	TPHS	MUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2010-11
Year in PI	N/A	Year 3
# Schools Currently In PI		12
% Schools Currently In PI		75.0%

Note: Cells with N/A values do not require data.  
\*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Twentynine Palms High provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1963; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff.

Campus Description	
Year Built	1963
Acreage	38.4 ac.
Bldg. Square Footage	87,456 sf.
	Quantity
# of Permanent Classrooms	26
# of Portable Classrooms	9
# of Restrooms (student use)	3 sets
Administrative Offices	1
Cafeteria/Multipurpose Room	1
Computer Lab	2
Counseling Office	1
Gym	1
Library	1
Locker Rooms	2
Music Room	1
Radio Broadcasting Lab	1
Science Lab	1
Student Store	1
Teacher Lounge	1
Weight Room	1

**2013-14 Campus Improvement Projects:**

- Modernization of fire alarm
- Modernization of school campus
- Modernization of ROP classrooms
- Addition of a new administration building
- Modernization of PE rooms/locker rooms
- Completion of track
- Modernization of science classrooms with interactive whiteboards and projector systems

**2014-15 Planned Campus Improvements:**

- Modernization of engineering labs

**SUPERVISION & SAFETY**

All staff share in the supervision of students throughout the school day. Campus supervisors, the principal and assistant principal circulate throughout the campus as students arrive each morning. During the lunch period, campus security officers and school administrators share supervision of students in the multipurpose room and in common gathering areas. In the afternoon when students are released for the day, campus supervisors and the assistant principal ensure students leave campus in a safe and orderly manner. The principal, assistant principal, physical education teachers, all office staff, and campus supervisors possess hand-held radios to quickly facilitate routine and emergency communications.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

**SCHOOL SITE SAFETY PLAN**

The Comprehensive School Site Safety Plan was developed for Twentynine Palms High 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 May 2014, and shared with school staff in August 2014.

**SCHOOL INSPECTIONS**

Twentynine Palms High 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 Twentynine Palms High took place on October 15, 2014. 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 2012-13 school year, 100% of restrooms were fully operational and available for student use at all times.

**FACILITIES MAINTENANCE**

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled

maintenance needs, urgent repairs, or special projects. Teachers and staff submit requests for unscheduled maintenance and special projects to the senior custodian; the senior custodian then evaluates each request and either assigns the project to site custodians or submits a work order to M&O for resolution. Most of Twentynine Palms High's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists or third party vendors, depending upon the scope of the project. Emergency situations are immediately called in to M&O and resolved either by the school's custodial staff or district maintenance staff, based upon the nature of the situation.

A team of one day and two evening custodians are assigned to Twentynine Palms High and responsible 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 and campus security officers inspect campus facilities for safety hazards, graffiti, and 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 custodians and campus supervisors 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.

**DEFERRED MAINTENANCE**

Morongo Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Twentynine Palms High received \$12,361.28 of deferred maintenance funds for fencing projects, flooring projects, and building repairs.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Most Recent Inspection Date: October 15, 2014	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			Room 72 Storage - Could not inspect packed with band and drama equipment
Electrical	✓			Room 65 - Remove surge protector plugged into another surge protector
Restrooms/Fountains	✓			
Safety	✓			Room 33 - Remove Airwick plug in air freshener; Room 81 ASB - Remove electrical oil scent on teacher's desk
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
	✓			

Rating Description:

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

# CLASSROOM ENVIRONMENT

## DISCIPLINE & CLIMATE FOR LEARNING

Twentynine Palms High takes a proactive approach to minimizing classroom disruptions and maintaining a safe learning environment. Behavior management and discipline policies are in alignment with district policies and California Education Codes for high school students.

School rules, district policies, academic guidelines, and behavior expectations are clearly outlined in the parent-student handbook. At the beginning of the school year, the principal explains behavior expectations and discipline policies through an intercom address. School and classroom rules are posted in each classroom. Teachers have developed individual classroom management plans and behavior incentive plans in alignment with district and schoolwide policies. Throughout the year during morning announcements, in School Messenger broadcasts, school newsletter articles, and website news, students are reminded as needed to conduct themselves in a safe, responsible, and respectful manner. Teachers may address unacceptable trends of behavior or remind students of their individual responsibilities in classroom discussions.

Progressive, assertive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, and parent. Parents and teachers work together to resolve student behavior concerns before they escalate to more severe consequences such as suspension or expulsion. Students continuing to have difficulty with their behavior are referred to the assistant principal for further intervention. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

Twentynine Palms High works in partnership with the San Bernardino County Sheriff to deploy Operation CleanSWEEP on campus. School staff have been trained and given the authority to issue citations to students for unlawful conduct. Students receiving citations are required to appear in juvenile court for assignment of fines or community service work.

Character education is embedded into the school culture and coursework. Teachers and administrators promote good behavior traits and good decision making through the Wisdom for Life program. Each month, school staff focus on a single character trait and introduce the meaning and how the behavior may be applied in daily interactions. Teachers incorporate the month's featured trait in lessons, essays, and writing contests; student leadership representatives integrate the positive behavior traits into school activities.

Responsible students may apply to join the Peer Mediators. One of the high school's counselors provides training and guidance on weekends and after school for participating students. Training typically provides students with the skills to resolve minor social issues and identify situations that require adult intervention. Conversations between students and peer mediators are arranged through the counseling department and are kept confidential.

Suspensions and Expulsions									
	TPHS			MUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	506	109	102	2066	1040	965	366629	329370	279383
Expulsions (#)	17	13	7	102	90	74	9553	8266	6611

*This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.*

## STUDENT RECOGNITION PROGRAMS

Twentynine Palms High celebrates students who follow school rules, practice positive behavior, demonstrate good citizenship, maintain perfect attendance, and show academic effort. Annual awards assemblies are held in the evenings to encourage parent attendance. Students may earn the following awards:

- Academic Letters & Lamp
- All School Awards
- Athletic Awards
- Honor Roll
- National Honor Society
- Senior Scholarship Night Awards

## EXTRACURRICULAR ACTIVITIES

Extracurricular activities are embedded in the school curriculum and supplemented with after school activities sponsored by the school and community organizations such as the Rotary Club. These activities promote positive attitudes, encourage academic achievement, and aide in the prevention of behavioral problems.

- Associated Student Body (ASB)
- AVID
- Basketball
- Billiards Club
- Baseball
- CATs Crew
- Cheer
- Choir
- Cross Country
- Football
- Golf

- Host Club
- Interact Community Service Club
- International Thespian Society (drama club)
- National Honor Society
- Spanish Club
- Student 2 Student Club
- Symphonic Band
- Teens for Humanity Club
- Soccer
- Softball
- Swimming
- Tennis
- Track
- Volleyball

## INSTRUCTIONAL TIME

During the 2013-14 school year, Twentynine Palms High offered 180 days of instruction comprised of 9 minimum days, 11 alternative days, and 160 regular days. Instructional time offered at Twentynine Palms High School met state requirements specified in the California Education Code. The state requires 9-12 grades receive 64,800 minutes of instruction; Twentynine Palms High School offered a total of 64,971 minutes of instruction for the 2013-14 school year.

## CLASS SIZES & TEACHING LOADS

The Teaching Load table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
2011-12				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	22.7	10	7	7
Math	25.6	4	5	5
Science	27.9	1	10	
History	26.4	3	2	5
2012-13				
English	15	18	20	6
Math	19	21	11	3
Science	22	8	17	
History	18	15	14	3
2013-14				
English	20	24	16	6
Math	19	19	13	3
Science	22	10	16	
History	20	13	12	3

*\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

## DROPOUTS

Twentynine Palms High School's teachers and administrative staff are skilled and have developed ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. During the 2012-13 school year, ten or fewer cohort dropouts were recorded, therefore, no accurate data can be reported. Behavior and academic intervention

strategies provide the support and motivation some students require to earn their diploma. Counseling, intervention classes, tutoring, Aventa Learning (online credit recovery) after-school credit recovery program, Independent Study, double period intervention classes, concurrent enrollment in community college, the Remediation/Enrichment Program, and CAHSEE prep classes are available to assist those students having difficulty with subject area content. Alternative methods of acquiring a diploma are available through district's continuation, alternative education, and ICE (Independent Continuing Education) programs for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Twentynine Palms High School.

In the following Dropout & Graduation Rates table, 2012-13 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Beginning with the graduation class of 2011, the California Department of Education developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Detailed information about dropout rates and graduation rates can be found on DataQuest at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	TPHS		
	10-11	11-12	12-13
Dropout Rate (%)	5.8	6.5	4.8
Graduation Rate (%)	90.06	91.4	91.7
	MUSD		
	10-11	11-12	12-13
Dropout Rate (%)	10.9	8.7	7.8
Graduation Rate (%)	80.3	83.9	85.6
	CA		
	10-11	11-12	12-13
Dropout Rate (%)	14.4	13.1	11.4
Graduation Rate (%)	76.26	78.7	80.4

## GRADUATION REQUIREMENTS

To earn a diploma from Twentynine Palms High, students must earn 40 units of English, 20 units of science, 30 units of social science, 20 units of physical education, 10 units of visual or performing arts or foreign language, 5 units of health, 20 units of math, and 75 units of electives for a total of 220 credits. In addition to course credits, student must pass both portions of the CAHSEE exam. (\*The health requirement can be met through a required science class or a separate 5 unit class for the health course.)

Beginning in the 2013-14 school year, Education Code 51225.3, as amended by AB 1330, authorizes the Morongo Unified School District's governing board to include a course in career technical education (CTE) as an alternative to the visual or performing arts or foreign language

course requirement for high school graduation. The CTE course may be offered through different means, including a district-operated program, regional occupational center or program, or county office of education program pursuant to a joint powers agreement.

The following table displays the percent of students who began the 2013-14 school year in 12th grade and were a part of the school's 2013 graduating class, meeting all state and local graduation requirements for grade 12 completion, including having passed both the English/Language Arts and math portions of the CAHSEE or received a local waiver or state exemption. The formula used, in accordance with Education Code EC Section 33126 (b) (14), to calculate the percentages is: The number of students who met all graduation requirements and passed both portions of the CAHSEE divided by the number of students enrolled in grade 12 at the time of October 2013 census).

Completion of High School Graduation Requirements for the Graduation Class of: 2013			
	TPHS	MUSD	CA
All Students	95%	82%	84%
African American	60%	82%	75%
American Indian or Alaskan Native	83%	100%	77%
Asian	50%	100%	92%
Filipino	100%	93%	92%
Hispanic or Latino	97%	84%	80%
Hawaiian or Pacific Islander	100%	100%	84%
White (not Hispanic)	96%	80%	90%
Two or More Races	100%	92%	89%
Economically Disadvantaged	95%	79%	82%
English Learners	60%	57%	53%
Students with Disabilities	83%	51%	60%

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

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.

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
3	3	3

During the 2013-14 school year, Twentynine Palms High staff participated in three non-student days of professional development. 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.

2013-14 Staff Training Topics:

- Common Core Standards
- 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 2013-14, professional development opportunities included:

- Benchmark Data Training
- Common Core State Standards - Math
- English Language Arts Writing
- Illuminate Training - English Language Arts & Math
- Integrated Math
- Learning.com Training
- Social Studies Training
- STEM Workshop

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.

### INSTRUCTIONAL MATERIALS

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 six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On October 7, 2014, 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. 15-06 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 Standards.

**TECHNOLOGY RESOURCES**

Twentynine Palms High School has a state-of-the-art computer lab equipped with 68 workstations and is used for whole class instruction, activities are determined by the course teacher and may include word processing, testing, and research activities. The entire campus of Twentynine Palms High School is equipped with WiFi access. A 24-station computer lab is used for computer and technology-based courses. Students have access to a digital and manual x-ray lab which supports the dental assistant and radiology certificate programs. A radio broadcasting computer lab is equipped with 24 workstations.

All classrooms are equipped with a document camera, an LCD projector, and an upgraded teacher computer to support the effective delivery of lesson content and concepts. Most classes have a flat screen television; some classes use interactive whiteboards to assist with the presentation of lessons. For core subjects, teachers determine the methods and strategies to integrate technology into coursework.

**LIBRARY RESOURCES**

In addition to recreational reading titles, the library is equipped with supplemental resources and a mini computer lab with 10 workstations. Teachers may reserve the library for whole-class visits to support current

lessons and access the mini lab for special projects, research activities, and Accelerated Reader lessons. Students may visit the library independently before school, during lunch, and after school.

**SCHOOL LEADERSHIP**

Leadership is a responsibility shared among the principal, school staff, and parents. Principal Justin Monical is responsible for the day-to-day operations of the school and overall instructional program. The principal and assistant principal work closely as a collaborative team to fulfill the many responsibilities associated with running an effective high school. The principal oversees curriculum and instruction, teacher quality, student concerns, and school activities. Assistant Principal Bob Thompson takes a primary role in managing student discipline, facilities schedules, athletics, campus supervision, and school safety. Both administrators attend and share supervision of all school activities and special events.

At the beginning of the 2014-15 school year, Mr. Monical entered his second term as principal of Twentynine Palms High. He has been in the educational field for 17 years and serving the Morongo Unified School District for the last 11 years. Mr. Monical has previously held positions as a teacher and coach at Yucca Valley High School, and a principal and assistant principal of Twentynine Palms Junior High School.

Twentynine Palms High School's leadership team is comprised of the principal and department chairs from core content areas. The leadership team meets weekly to work on special projects and major programs; topics of discussion generally cover STAR testing, English Language Learners (ELL), CAHSEE, master schedule, advanced placement, Professional Learning Communities, and the Western Association of School & Colleges report (WASC). Team members are responsible for oversight and supervision of designated areas, supporting the principal in the decision-making process, leading program implementation, and serving as a liaison to grade level teams and the Site Based Management Committee.

The Site Based Management Committee is comprised of 20 individuals which include parents, students, one classified representative, department chairpersons, and teacher/administrative leaders; the committee meets as needed or at least once a month. The Site Based Management Committee determines how state and federal program funds are allocated and establishes school policy.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2009	*	Holt: <i>Literature and Language</i>	0%	9-12
Math				
2008	*	Holt; <i>Algebra I</i>	0%	9-12
2008	*	Holt; <i>Geometry</i>	0%	9-12
2008	*	Holt; <i>Algebra II</i>	0%	9-12
2008	Yes	Glencoe; <i>Geometry Concepts, Skills &amp; Problemsolving</i>	0%	9-12
2014	Yes	McGraw Hill; <i>Integrated Math Course 1</i>	0%	9
Science				
2007	*	Holt; <i>Earth Science</i>	0%	9-12
2007	*	Glencoe; <i>Life Science</i>	0%	9-12
2007	*	Holt; <i>Physical Science</i>	0%	9-12
2007	*	Holt; <i>Modern Biology</i>	0%	9-12
Social Science				
2003	*	McDougal Littell; <i>Modern World History</i>	0%	10
2003	*	McDougal Littell; <i>The Americans Reconstruction</i>	0%	11
2003	*	Glencoe; <i>United States Government Democracy in Action</i>	0%	12
2003	*	Glencoe; <i>Economics Principals and Practices</i>	0%	12

\*The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework. Textbook information was obtained from district office personnel in January 2015.

## SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the Common Core State Standards approved by the State Board of Education. Every student receives a rigorous, well-balanced standards-aligned curriculum. Twentynine Palms High structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

### SPECIAL EDUCATION

All special education students are mainstreamed into the general education classroom based upon their IEP (Individualized Education Program) and provided instruction in the least restrictive environment. Special education services include placement in resource specialist program classes, special day class, regular education accommodations, speech and language services, audiology services, physical and occupational therapy, social work services, orientation and mobility services, and psychological counseling.

Highly qualified special education staff support one full-day, self-contained special day class for the severely handicapped. Twentynine Palms High School's special education students participate in a blended, modified model for both core and elective coursework. Instruction takes place in the general education environment by highly qualified certificated staff with supplemental special education/resource specialist credentials. Each student's IEP is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

### ENGLISH LEARNERS

Students identified as English Learners (EL) through the CELDT exam and home language survey are placed in a classroom with a teacher who has been certified to teach English learners. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. English learners receive one period of ELD (English Language Development) instruction as a component of their regular language arts curricula. ELD lessons focus on developing listening, speaking, reading, and writing skills. As students increase fluency, progress is measured through classroom performance and CELDT results. Instruction is subsequently adjusted to meet the current learning needs of each student.

### AT RISK INTERVENTIONS

Twentynine Palms High offers unique programs to support students not meeting grade level proficiency standards.

Intervention and remediation programs are provided as part of the core curriculum and after school. Analyzing and identifying students who need additional academic assistance is a top priority among school administration, teachers, and special education staff. Teachers use student assessment results, report card grades, CAHSEE results, and classroom performance on end-of-unit tests to evaluate student progress and identify students performing below grade level proficiency standards in reading, language arts, and math. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- **Transitional Partnership Program:** students with an IEP are enrolled in the program as an elective course. Students are introduced to the employment application process, fields of study, and scholarships for secondary education.
- **Tutoring/Study Hall:** certificated teachers are available one day a week for math and language arts tutoring. Instruction is provided for 90 minutes; bus transportation is provided.
- **CAHSEE Prep Classes:** students who have not passed the CAHSEE (grades 10-12) are placed in the CAHSEE prep class in lieu of an elective.
- **English Intervention:** students performing at the Far Below Basic, and Below Basic levels of proficiency on the STAR are enrolled in a double period of language arts.
- **Math Support/Algebra Readiness:** some students not performing at the Proficient level in math are placed in a math support or Algebra Readiness class in lieu of an elective. Students are engaged in skills remediation in an effort to promote success and confidence in preparation of upcoming Algebra coursework.
- **AVID (Advancement Via Individual Determination).**
- **Remediation/ Enrichment Program:** provides opportunities for students to expand academic proficiency. All students participate in benchmark assessments in each of the core areas. Instruction is targeted for skill deficiencies and enrichment of basic skills. Student schedules are modified to accommodate remediation/ enrichment activities.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Twentynine Palms High recruits and employs the most qualified credentialed teachers. For the 2013-14 school year, the school employed 35 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

## Teacher Credentials and Assignments

	TPHS		
	12-13	13-14	14-15
Total Teachers	33	35	36
Teachers with Full Credential	33	35	36
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	MUSD		
	12-13	13-14	14-15
Total Teachers	392	388	407
Teachers with Full Credential	392	388	406
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	1
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	2

*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.*

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality website at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

	NCLB Compliance	
	Percentage of Classes in Core Academic Subjects:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2013-14	
TPHS	97.0%	3.0%
District Totals		
All Schools	93.0%	7.0%
High-Poverty Schools	93.0%	7.0%
Low-Poverty Schools	-	-

*Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.*

## SUPPORT SERVICES STAFF

Twenty-nine Palms High's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Twenty-nine Palms High's Student Consultation Team (SCT) offers support and guidance to students who are performing below grade level or whose behavior is interfering with academic and/or social development. Morongo Unified School District's Independent Continuing Education (ICE) program offers students having difficulty in the traditional educational environment another option to acquire a comprehensive, standards-based education. Students in grades 1-12 have the opportunity to achieve academic success through an individualized contract. Enrollment is voluntary and requires students to become self-motivated in completing coursework. For more information, parents may contact the district office.

Morongo Basin Mental Health provides a wide range of services for high school youth. Referrals to counseling services may come from school staff based on evaluations of student discipline data, attendance trends, and behavior trends. Services include anger management, behavior/social conflict, drug and alcohol abuse, and cigarette cessation. Counseling sessions are typically held on campus with a case management specialist.

### Counselors and Support Personnel (Nonteaching Professional Staff) 2013-14

	No. of Staff	FTE*
Academic Counselor	2	2.0
Adaptive PE Specialist	1	0.1
Health Clerk	1	0.2
Nurse	1	0.2
Psychologist	1	0.4
Speech & Language Pathologist	1	0.1
Average Number of Students per Academic Counselor		388

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

## COLLEGE & WORK READINESS

### COLLEGE PREPARATION COURSES

All students start their college planning with a counselor upon enrollment. All students meet with their counselor annually to review their four-year plan and personal goals and monitor their progress in meeting graduation requirements; seniors meet with their counselor at least twice during the school year. Students are encouraged to take

required courses if they plan on attending a four-year college or university. The following table in this report illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2013-14 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	64.1
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	32.9

\*Most current data available.

### UNIVERSITY OF CALIFORNIA

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California website at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

### CALIFORNIA STATE UNIVERSITY

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University website at [www.calstate.edu/admission/](http://www.calstate.edu/admission/).

### ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

### Advanced Placement Courses Offered and Student Participation Rates 2013-14

	No. of Courses Offered	% of Students Enrolled in AP Courses
English	2	N/A
Math	1	N/A
Science	1	N/A
Social Science	2	N/A
Totals	6	1.0%

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

## WORKFORCE PREPARATION

Students who want a head start on their career may participate in the San Bernardino Superintendent of Schools Regional Occupational Program (ROP). Courses are offered on campus, at other high schools within the district, and at Copper Mountain College. Concurrent enrollment in Copper Mountain Community College allows students to earn high school and college credit for courses not offered at the high school.

### On-Campus ROP/CTE Courses

A+ Certification  
Broadcasting  
Computer Game Design  
Computing/Information Systems  
Computer Network Management  
Computer Security  
Dental Assisting  
Digital Design  
Medical Core  
Radiology

### Career Pathways

Construction & Manufacturing  
Health & Medical  
Communications Services Occupations

### Certificate Programs

Radiology Technician  
Dental Assistant

The Career Technical Education (CTE) Program table in this report shows the number of students participating in the high school's career technical education and regional occupational programs. For more information on career technical programs and ROP, contact one of the counselors or visit the school's career center, county's ROP website ([www.rop.cc](http://www.rop.cc)), or state's career technical website ([www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/)).

### Career Technical Education Program Participation 2013-14

Total Number of Students Participating in CTE Programs	329
Percentage of Students Completing a CTE Program and Earning a High School Diploma	98.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7%

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

### EXPENDITURES PER STUDENT

For the 2012-13 school year, Morongo Unified School District spent an average of \$8,694 of total general funds to educate each student (based on 2012-13 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2012-13		
	MUSD	State Average of Districts in Same Category
Beginning Teacher Salary	36,795	41,243
Mid-Range Teacher Salary	65,753	64,893
Highest Teacher Salary	82,119	83,507
Average Principal Salaries:		
Elementary School	93,920	103,404
Middle School	104,235	109,964
High School	115,047	120,078
Superintendent Salary	156,344	183,557
Percentage of Budget For:		
Teacher Salaries	39	40
Administrative Salaries	5	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## SARC DATA & INTERNET ACCESS

### DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Twentynine Palms High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

### PUBLIC INTERNET ACCESS LOCATION

Parents may access Twentynine Palms High School's SARC and access the internet at any of the county's public libraries. The closest library to Twentynine Palms High School is the Twentynine Palms Branch Library located at 6078 Adobe Road, Twentynine Palms, CA.

Twentynine Palms Branch Library  
Phone: (760) 367-9519  
Hours: Monday - Wednesday: 11-7  
Thursday: 10-6  
Saturday: 9-5  
Friday & Sunday: Closed  
Number of computers available: 16  
Number of printers available: 1

Current Expense of Education Per Pupil 2012-13					
Dollars Spent Per Student					
Expenditures Per Pupil	TPHS	MUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,480	6,841	109.3%	N/A	N/A
Restricted (Supplemental)	1,408	1,620	87.0%	N/A	N/A
Unrestricted (Basic)	6,072	5,222	116.3%	4,690	129.5%
Average Teacher Salary	73,009	66,460	109.9%	67,762	107.7%

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

In addition to general fund state funding, Morongo Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Learning & Safe Neighborhood Partnerships
- Class Size Reduction Grades K-3 (optional)
- Continuation Education
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Transportation
- Transportation: Special Education
- Vocational Programs

