

MORONGO UNIFIED SCHOOL DISTRICT



TWENTYNINE PALMS JUNIOR HIGH SCHOOL



"The Majestic Spirit-Falcon
Pride is on our Side."

School Accountability Report Card

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

Twentynine Palms Junior High School

Grades 7-8
Jolie Kelley, Principal
5798 Utah Trail
Twentynine Palms, CA 92277
(760) 367-9507
www.tpjhs.com
www.morongo.K12.ca.us

Morongo Unified School District

Board of Education
Karalee Hargrove, President
Chris Proudfoot, Clerk
Ron Palmer, Member
L. Hilary Slotta, Member
J. Edward Will, Jr., Member

District Administration

Tom Baumgarten
Interim Superintendent

Deborah Turner, Ed.D
Interim Assistant Superintendent
Instructional Services

Douglas Weller
Assistant Superintendent
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

The purpose of the School Accountability Report Card is to provide parents with information about Twentynine Palms Junior High 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 schools and the community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. 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 our 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 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 JUNIOR HIGH SCHOOL

Twentynine Palms Junior High School is located in the central region of Twentynine Palms, two blocks north of Highway 62 and approximately five miles south of the Twentynine Palms Marine Corp Base. During the 2013-14 school year, 453 students in grades 7-8 were enrolled. The demographic composition of student enrollment includes 16.3% receiving special education services, 2% qualifying for English learner support, and 61.6% enrolled in the Free and Reduced Price Meal program. Teachers work collaboratively to create a standards-based environment, emphasizing the development of reading, writing, and math skills.

For students with an Individual Learning Plan (ILP), routine meetings may take place at a student's home if parents are unable to attend meetings held on campus. Home visits may be made in cases of chronic absences or to facilitate translation of important information.

The School Safety Planning Committee draws upon parent, staff, and community resources to serve as a decision making as well as an advisory group to evaluate current trends in behavior and then develop effective management strategies.

Percentage of Students by Ethnicity/Grade Level 2013-14

Ethnic Group	%	Grade Level	#
African American	12.1%	Kindergarten	0
American Indian or Alaskan Native	0.7%	Grade 1	0
Asian	1.3%	Grade 2	0
Filipino	2.0%	Grade 3	0
Hawaiian or Pacific Islander	2.2%	Grade 4	0
Hispanic or Latino	24.1%	Grade 5	0
White (not Hispanic)	48.6%	Grade 6	0
Two or More Races	9.1%	Grade 7	232
		Grade 8	221
		Total Enrollment	453

SCHOOL VISION

TPJHS will strive to assure high levels of learning for all students in a safe, community environment.

SCHOOL MISSION

The staff, students, families and community of Twentynine Palms Junior High School are devoted to focusing our efforts in the 3 R's - Rigor, Relevancy, and Relationships, while incorporating AVID, Capturing Kids Hearts, and Differentiated Instruction in all that we do.

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 Junior High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, cafeteria, and library, or helping with student supervision and physical education. Parents who wish to volunteer on campus on a long-term basis are required to obtain a background/fingerprint clearance and TB clearance.

Parent representatives are an integral part of the School Site Council, which meets monthly and is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. The School Safety Planning Committee meets quarterly and is comprised of parents, staff, administration, and community members; committee members develop behavior management policies, the school code, and bullying rules. Parents seeking more information about becoming an active member in the school community may contact the school office at (760) 367-9507.

Twentynine Palms Junior High School 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 and participate in:

- After-school clubs
- Back-to-School Night
- Capturing Kids Hearts
- Cornell Note Night
- Fine arts program
- Grade level orientation
- Monthly parent visitation days
- Open House
- Parent education workshops
- Parent nights
- Parent-teacher conferences
- Sixth grade meetings
- Student performances

SCHOOL NEWS

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

- School website (<http://tpjhs-morongousd-ca.schoolloop.com/>)
- Online Daily Bulletins
- School digital marquee
- School Messenger
- Email
- Press releases
- Student Information System ("Grades Online")

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Twentynine Palms Junior High School 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, and standardized state assessments.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades K-12 whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Twentynine Palms Junior 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 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 Junior 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>.

PHYSICAL FITNESS

In the spring of each year, Twentynine Palms Junior High School is required by the state to administer a physical fitness test to all students in the seventh 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/.

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
Seventh	14.6%	18.7%	43.4%

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

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 Junior 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.

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	TPJHS			MUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	55	60	63	51	54	57	54	56	55
Math	40	40	53	44	44	50	49	50	50
History	38	43	50	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

	TPJHS			MUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	74	82	70	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
TPJHS	70
Male	70
Female	70
African American	48
American Indian or Alaskan Native	
Asian	
Filipino	
Hispanic or Latino	75
Hawaiian or Pacific Islander	
White (not Hispanic)	74
Two or More Races	70
Economically Disadvantaged	63
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.

Academic Performance Index Three-Year Performance Comparison

	TPJHS		
	Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	5	5	7
Similar Schools Rank	7	7	9

	Actual API Change		
	2010-11	2011-12	2012-13
	All Students	10	14
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino	55	10	32
Hawaiian or Pacific Islander			
White (not Hispanic)	-4	6	49
Two or More Races			
Other Subgroups			
Economically Disadvantaged	18	1	57
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.

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	TPJHS	MUSD
Overall Performance	*	*
Participation Rate		
Language Arts	*	*
Math	*	*
Percent Proficient		
Language Arts	*	*
Math	*	*
Graduation Rate	N/A	*

AYP Performance Level

Number of AYP Criteria Met Out of the Total	*	*
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/ and the U.S. Department of Education's website 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 Junior High School received Schoolwide Title I funding and, therefore, is 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/.

Title I PI Status 2014-15		
	TPJHS	MUSD
PI Status	In PI	In PI
First Year of PI Implementation	2009-10	2010-11
Year in PI	Year 4	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

SUPERVISION & SAFETY

All staff share in the supervision of students throughout the school day. All students are required to possess an ID card. As students arrive on campus each morning, the counselor, campus supervisors, and principal are assigned to designated areas of the campus to monitor activities. During the lunch period, campus supervisors, the counselor, and principal share supervision of students in the cafeteria and common gathering areas. In the afternoon when students are released for the day, campus supervisors, the counselor, and administrator are responsible for supervision of students at exit areas to ensure a safe and orderly departure. All staff assigned to supervision duty carry 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.

FACILITIES PROFILE

Twentynine Palms Junior High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1949; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff.

2013-14 Campus Improvement Projects:

- Repaving of basketball courts

Campus Description	
Year Built	1949
Acreage	30 ac.
Bldg. Square Footage	61,252 sf.
	Quantity
# of Permanent Classrooms	27
# of Portable Classrooms	3
# of Restrooms (student use)	4 sets
Cafeteria	1
Computer Labs	6
Counseling Office	1
Gym	1
Library	1
Locker Rooms	1 set
Multipurpose Room	1
Teacher Lounge	1

SCHOOL SITE SAFETY PLAN

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

SCHOOL INSPECTIONS

Twentynine Palms Junior High School 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 Junior High School took place on July 25, 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 2013-14 school year, 100% of student 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 Junior High School'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 day custodian, one part-time evening custodian, and one full-time evening custodian are assigned to Twentynine Palms Junior High School 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 and campus supervisors 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 custodian and campus supervisors every 30 minutes 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.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Most Recent Inspection: July 25, 2014	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountain	✓			
Safety	✓			
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.

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 Junior High School received \$11,831 of deferred maintenance funds for flooring projects.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Twentynine Palms Junior High School takes a proactive approach to minimizing classroom disruptions and maintaining a safe learning environment. Behavior management practices are developed in accordance with the school's discipline/intervention matrix for seventh and eighth grade students. Falcon Pride Rules apply to all students and are designed to maintain high standards of conduct.

School rules, Falcon Pride rules, district policies, academic guidelines, and behavior expectations are clearly outlined in the student handbook (which is provided in paper copy and available on the school website). At the beginning of the school year, school rules and policies are shared with students at a Success Assembly during the first week of school. School and classroom rules are posted in each classroom and on the school's website. Teachers have developed individual classroom management plans and behavior incentive plans in alignment with district and schoolwide policies. Students are reminded of behavior and academic expectations throughout the year in daily announcements or at Success Assemblies. As needed, teachers and school administrators address unacceptable trends in behavior and remind students to conduct themselves in a safe and responsible manner.

Progressive 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 principal or principal's designee. Administrators take into consideration past behavior trends when determining consequences. Parents are formally notified in writing of every referral or incident pertaining to their child. 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 Junior 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.

The student handbook outlines the school's anti-bullying policies. Teachers and staff believe that everyone has the right to a learning environment free of verbal and physical harm. Parents and students are encouraged to contact school personnel with their concerns about bullying, taunting, and victimizing of students. Disciplinary measures are carried out in alignment with school policies and the discipline matrix.

	Suspensions and Expulsions								
	TPJHS			MJUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	344	55	109	2066	1040	965	366629	329370	279383
Expulsions (#)	19	12	3	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 Junior High School celebrates students who follow school rules, practice positive behavior, demonstrate good citizenship, maintain perfect attendance, and show academic effort. Student recognition takes place at the end of each grading period. Students are given many opportunities to earn the following awards:

- Classroom Awards
- Department Awards
- End of Year Awards
- Falcon of the Month
- Golden Falcon Awards
- Honor Roll
- National Junior Honor Society
- Perfect Attendance
- Student of the Week
- Teen-Age Citizen Service Awards

ENRICHMENT ACTIVITIES

Enrichment activities are embedded in the school curriculum and supplemented with after school activities. Students are required to maintain good behavior and grades to be eligible for extracurricular activities. Bus transportation is available for students participating in after-school activities.

- Art
- Assoc. Student Body
- Baseball
- Band
- Basketball
- Falcon Athletic Club
- Flag Football
- GATE Classes
- Honors Classes
- Music
- National Junior Honor Society
- Perform. Arts Club

- Red Ribbon Week
- Science/Astronomy Club
- Soccer
- Spirit Week
- Teen-age Citizen Service Club
- Track
- Volleyball
- Woodworking Club

INSTRUCTIONAL TIME

During the 2013-14 school year, Twentynine Palms Junior High School offered 180 days of instruction comprised of 171 regular days, and 9 minimum days. All instructional minutes offered at Twentynine Palms Junior High School exceed state requirements specified in the California Education Code §46201. The state requires students in grades 7-8 to receive a minimum of 54,000 minutes of instruction annually; Twentynine Palms Junior High School offered 65,560 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 subject area, 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	23.7	10	8	5
Math	23.2	9	14	3
Science	26.2	3	9	6
History	23.4	6	9	6
2012-13				
English	24	13	15	4
Math	23	12	15	6
Science	26	4	10	4
History	23	6	10	4
2013-14				
English	20	16	13	5
Math	22	11	14	6
Science	25	4	8	6
History	23	6	10	4

**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.*

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		
2011-12	2012-13	2013-14
3	3	3

All staff development activities at Twentynine Palms Junior High School are focused on increasing student learning and proficiency. During the 2013-14 school year, Twentynine Palms Junior High School staff participated in three non-student professional development days. Staff training topics are identified by the district office and modified by school administration based upon results from data analysis findings, teacher feedback, and school site action plans.

2013-14 Staff Training Topics:

- Common Core State Standards
- Cross Curriculum Collaboration
- Differentiated Instruction
- Illuminate Training
- Professional Learning Communities
- Response to Intervention

Throughout the 2013-14 school year, Twentynine Palms Junior High School staff participated in supplemental training which took place after school during staff meetings. Based on site needs and student performance data, follow-up training focused on Professional Learning Communities and integrating technology into the curriculum.

Morongo Unified School District offers supplemental training and support for new and ongoing program implementation. In 2013-14, district 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 either by the district office or qualified school staff. 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 additional job-related training from vendors, department supervisors, and district representatives.

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 Junior High School has five stationary computer labs and one laptop lab: one is equipped with 25 computers and the second lab features 36 computer workstations which are used for whole class elective courses, intervention classes, and technology classes. The third computer lab is equipped with 40 workstations which are used for word processing and Internet-based educational programs to support the core curriculum in all subject areas. The remaining three computer labs are equipped with the following

computers; one equipped with 28 computers, one equipped with 18 computers, and one equipped with 12 computers. The laptop lab is equipped with 30 units. They are used for math and language art intervention support.

LIBRARY RESOURCES

The school's library is staffed by one full-time library technician; the library is open between 7:00 a.m. and 2:00 p.m. (two days a week the library is open until 3:15 p.m. for tutoring and study sessions). Students have access to a wide range of titles for recreational reading; some books are available in Spanish. There are 28 computers available for electronic title searches, research, Accelerated Reader quizzes, Study Island lessons, and Accelerated Math quizzes. Students have access to supplemental resources such as encyclopedias, magazines, newspapers, magazines, and audiotapes.

The library is open to students before school, during lunch, and after school. Teachers determine frequency of classroom visits to the library based upon coursework requirements.

Parents are invited to visit Twentynine Palms Junior High's administrative offices to access the Parent Station. A portion of the school administration building is dedicated to information and resources to support the learning process at home, adolescent issues, and recreational reading. Parents may check out any book as long as their child is enrolled in the junior high school. Computers are available to parents for resume writing, tying projects, and research.

SCHOOL LEADERSHIP

Leadership is a responsibility shared among school administration, school staff, and parents. Principal Jolie Kelley is responsible for the day-to-day operations of the school and overall instructional program.

At the beginning of the 2014-15 school year, Mrs. Kelley returned for her second term as principal of Twentynine Palms Junior High School. Previously, Mrs. Kelly was the principal of Twentynine Palms Junior High School and also has served as the assistant principal.

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	Yes	Holt; <i>Literature and Language</i>	0%	7-8
Math				
2008	Yes	Holt; <i>Pre-Algebra Grade 7</i>	0%	7
2008	Yes	Holt; <i>Algebra Readiness</i>	0%	7-8
2008	Yes	Holt; <i>Algebra 1</i>	0%	7-8
2008	Yes	Holt; <i>Geometry Grade 8</i>	0%	8
2014	Yes	McGraw Hill; <i>California Math CCSS, Course 1, 2 & 3</i>	0%	6-8
Science				
2007	Yes	Pearson Prentice Hall; <i>Focus on Life Science</i>	0%	7
2007	Yes	Pearson Prentice Hall; <i>Focus on Physical Science</i>	0%	8
Social Science				
2006	Yes	McDougal Littell; <i>World History Medieval & Early Times</i>	0%	7
2006	Yes	McDougal Littell; <i>Creating America</i>	0%	8

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel in January 2015.

Twenty-nine Palms Junior High School's leadership team is comprised of the principal, counselor, and department representatives. The leadership team meets monthly to address issues related to improving student achievement. Team members are responsible for supporting the principal in leading program implementation and serving as a liaison to department teams.

The School Site Council (SSC) is comprised of the principal, teachers, classified staff, parents, and students. The SSC meets monthly and takes an advisory role in evaluating school programs and progress in meeting school goals. Team members serve as a liaison between the school and community and are responsible for approving the annual budget, school site plan, and school safety plan.

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. Twenty-nine Palms Junior High School 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 students may receive services from a resource specialist, speech and language specialist, audiologist, occupational therapist, social services worker, counselor, and/or psychologist.

Twenty-nine Palms Junior High School supports one full-day, self-contained special day class for the emotionally disturbed; the class is staffed by one special education teacher. One special education teacher and two resource specialist teachers provide support in the general education classroom. A total of eleven special education instructional aides support both special day class and in-class support programs. Special education staff work closely with general education teachers in a "blended model" to ensure instruction is effectively supporting current lessons as well as each student's individual needs. 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 88 minutes of instruction as a supplement to their regular language arts course; lesson delivery and content is based upon the ELD component of the core language arts series. Language development instruction focuses 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

Twenty-nine Palms Junior High School offers unique programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are provided during school hours 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, 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. Based upon the Response to Intervention model and student performance data, students who need additional support are placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- **LASER (Library After School Educational Resources):** one day a week the library is open until 3:15 p.m. for students seeking additional support to improve academic success. Students have access to teacher or peer tutoring services, computers for research, and all other library resources.
- **After-school Tutoring:** certificated staff are available two days a week for 60 minutes after school for students who need additional assistance in language arts, social science, math, and/or science. Bus transportation is available.
- **Benchmark Language Arts (Honors class):** students reading at or above grade level are placed in an Advanced English course to fulfill general education language arts requirements. Instruction is designed to challenge students abilities and skills.
- **READ 180:** a research-based intervention program for identified students. The program is designed to maximize student engagement, teacher effectiveness, and leadership. READ 180 consists of a comprehensive system of curriculum, instruction, and assessment.
- **Study Island:** students deficient in course credits may participate in the Study Island after-school program offered weekly on Wednesdays and Thursdays. Students are given 90 minutes to complete 50% of their coursework at school; the remaining 50% of coursework is completed at home. The program is supervised by a certificated teacher. Free bus transportation is available to students.
- **iPass Math Intervention:** students performing below state proficiency standards based upon placement and CST exams are recommended for enrollment. Instruction is provided in lieu of an elective. Identified students visit the computer lab daily to access the iPass program in an effort to improve math skills. Students continue supplemental support until they reach state proficiency standards in math.
- **Interdisciplinary Team Model:** Four core content teachers share 150 students which affords a more immediate response to issues.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Twenty-nine Palms Junior High School recruits and employs the most qualified credentialed teachers. For the 2013-14 school year, the school employed 22 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.

	TPJHS			MUSD		
	12-13	13-14	14-15	12-13	13-14	14-15
Total Teachers	21	22	22	392	388	407
Teachers with Full Credential	21	22	22	392	388	406
Teachers without Full Credential	0	0	0	0	0	1
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	1
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	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 adjacent table 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 web page at www.cde.ca.gov/nclb/sr/tq/.

SUPPORT SERVICES STAFF

Twenty-nine Palms Junior High School'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.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
2013-14		
TPJHS	100.0%	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.

Professional representatives from Morongo Basin Mental Health and Pacific Health Clinics visit students on campus at Twentynine Palms Junior High to conduct individual and small group counseling with assigned students. Health professionals work closely with students' teachers to evaluate student progress and current needs.

Twentynine Palms Junior High School's Coordinated Care Team (CCT) 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. Open to students in grades 1-12, students 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.

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

	No. of Staff	FTE*
Academic Counselor	1	1.0
Campus Supervisors	6	6.0
Health Clerk	1	0.3
Library Technician	1	1.0
Nurse	1	0.2
Psychologist	1	0.2
Speech & Language Pathologist	1	0.1
Average Number of Students per Academic Counselor		453

*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.

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/ and 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/>.

**Current Expense of Education Per Pupil
2012-13**

Expenditures Per Pupil	Dollars Spent Per Student				
	TPJHS	MUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,045	6,841	103.0%	N/A	N/A
Restricted (Supplemental)	1,740	1,620	107.5%	N/A	N/A
Unrestricted (Basic)	5,304	5,222	101.6%	4,690	113.1%
Average Teacher Salary	72,081	66,460	108.5%	67,762	106.4%

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

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

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: 12
Number of printers available: 1

Parent Technology Center
(access to student information system only, ie, grades, attendance)
Location: TPJHS Main Office
Availability: during school hours
Number of computers available: 1
Number of printers available: 1