



# TWENTYNINE PALMS ELEMENTARY



## School Accountability Report Card

A Report of 2008-09 School Activity Published in 2009-10

### Twentynine Palms Elementary School

2004-05, 2005-06, 2006-07

Title I Academic Achievement Award

Grades K-6

Pete Wood, Principal

74350 Playa Vista Drive

Twentynine Palms, CA 92277

(760) 367-3545



### Morongo Unified School District

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Instructional Services

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Human Resources

Michael Walker  
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*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 section was acquired in November 2009, and school facilities information was acquired in December 2009.*

### PRINCIPAL'S MESSAGE

Twentynine Palms Elementary School provides an instructional program which emphasizes high expectations for academic achievement and student behavior. The staff addresses individual student strengths and weaknesses when developing curriculum lessons. Positive and productive learning environments are created, which are conducive to learning. We are committed to developing responsible citizens with the necessary academic skills to ultimately become positive contributors within our community. Twentynine Palms had the great honor of being selected as a Title I Academic Achievement School for three consecutive years and nominated for California Distinguished School recognition in 2008.

### DISTRICT & SCHOOL PROFILES

#### MORONGO UNIFIED SCHOOL DISTRICT

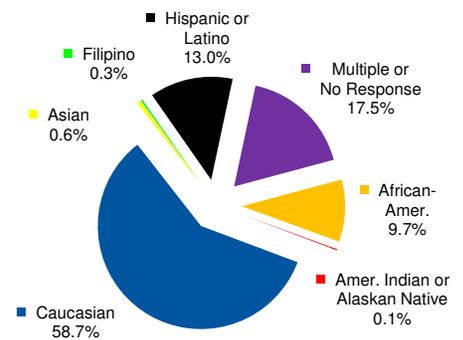
Morongo Unified School District currently services over 9,700 students in grades K-12 residing in the communities of Morongo, Yucca Valley, Joshua Tree, and Twentynine Palms. The district currently operates 11 elementary schools, 2 middle schools, 2 high schools, 2 continuation high schools, 2 state preschool programs, and a special education preschool program. The student population is comprised of 13.3% receiving for special education services, 4.3% qualifying for English learner support, and 61.8% enrolled in the Free and Reduced Price Meal program.

#### TWENTYNINE PALMS ELEMENTARY SCHOOL

Twentynine Palms Elementary is located in the central region of Twentynine Palms, 1.5 miles north of Highway 62 and approximately five miles south of the Twentynine Palms Marine Corp Base. During the 2008-09 school year, 698 students in grades K-6 were enrolled. The demographic composition of student enrollment includes 12% receiving special education services, 5.2% qualifying for English learner support, and 43.6% 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, emphasizing the development of reading, writing, and math skills.

Percentage of Students by Ethnicity  
2008-09 Enrollment: 698



### SCHOOL MISSION

Twentynine Palms Elementary School, in an educational partnership with the community, is dedicated to teaching children to become caring, competent, responsible citizens in a rapidly changing world. We foster a nurturing environment that promotes character and respect for uniqueness of self and others. We commit ourselves to provide a rigorous standards based instructional program which focuses on and assesses student achievement.

### PARENT & COMMUNITY INVOLVEMENT

Parents are encouraged to get involved in Twentynine Palms Elementary's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, school office, and library. Oftentimes, U.S. Marines from the local military base visit the campus to volunteer their time and impose a positive influence upon students.

Our school encourages parent representation on the School Site Council, Parent Teacher Organization, and Leadership Team. Each of these groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact the principal, assistant principal, or their child's teacher at (760) 367-3545.

Twentynine Palms Elementary provides a broad range of activities and events to support the learning process in and beyond the classroom

environment. We encourage staff and parents to participate in:

- Awards assemblies
- Back-to-School Night
- Book fairs
- Campus Cleanup
- Lunch with Your Child
- Open House
- PTO-sponsored events
- Pioneer Days Float
- School-sponsored events
- Winter Wonderland

## SCHOOL NEWS

School-to-home communication takes place in many forms; verbal translation is available for families requiring information in Spanish. Parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates through:

- Monthly principal newsletters
- Teacher newsletters or packets
- School web site
- School marquee

## STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Twentynine Palms Elementary 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.

## 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.

### Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2008-09

Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?

AYP Indicator	TPES	MUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	No	No
Math	Yes	No
Academic Performance Index	Yes	Yes

For the 2008-09 AYP cycle, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% or higher proficiency rate in math on the California Standards Test (CST). Additional

criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 650 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting 2008-09 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) web site [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's web site [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

## 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. EL students are placed with the test identifying 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 Elementary participate in California's STAR examination each year. The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs

show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results web site at <http://star.cde.ca.gov>.

## PHYSICAL FITNESS

In the spring of each year, Twentynine Palms Elementary is required by the state to administer a physical fitness test to all students in the fifth 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 <http://www.cde.ca.gov/ta/tg/pfi>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	15.7	30.1	33.7

STAR All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	TPES			MUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	55	54	57	42	45	48	43	46	50
Math	63	67	62	40	41	45	40	43	46
Science	54	70	49	34	47	47	38	46	50
History				29	30	34	33	36	41

*Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.*

STAR Percentage of Students Scoring at Proficient & Advanced Levels 2008-09							
	TPES						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	45	*	*	*	60	*	59
Math	48	*	*	*	62	*	65
Science	*	*			41		58
History							

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

STAR Percentage of Students Scoring at Proficient & Advanced Levels 2008-09						
	TPES					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	49	65	44	40	18	
Math	59	65	50	45	18	
Science	51	46	*	27	*	
History						

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the adjacent table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Morongo Unified School District or Twentynine Palms Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

*Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.*

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
All Students					
	Average		Percent at Each		
	Calif.	Nat'l	Basic	Prof.	Adv.
<b>Reading</b>					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
<b>Math</b>					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight		
Students with Disabilities		
	California	National
<b>Reading</b>		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
<b>Math</b>		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
English Learners		
	California	National
<b>Reading</b>		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
<b>Math</b>		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

The API table in this report highlights Twentynine Palms Elementary'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.

### 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 2008-09, Twentynine Palms Elementary 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 <http://www.cde.ca.gov/ta/ac/ay/>.

### 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.

Academic Performance Index (API) Three-Year Performance Comparison				
API Rank				
	2006	2007	2008	
Statewide Rank	7	8	8	
Similar Schools Rank	9	10	9	
Increase/Decrease in API				
Results	2009 API Score	2006-07	2007-08	2008-09
Schoolwide - All Students	819	5	5	-9
<b>Ethnic Subgroups</b>				
Hispanic or Latino	806	66	5	-24
Caucasian	832	-14	15	-9
<b>Other Subgroups</b>				
Economically Disadvantaged	727	23	-23	-24

### Title I Program Improvement (PI) Status

	TPES	MUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
No. of Schools		6
Currently in PI		
Percent of Schools Currently Identified for PI		35.3%

*The statistical information in this table reflects the PI status during the 2009-10 school year.*

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Twentynine Palms Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1950; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff. During the 2008-09 school year, 487 work orders were generated for unscheduled maintenance; a total of \$134,040.76 was expended to address work order-generated projects.

## Campus Description

Year Built	1950
Acreage	23 ac
Bldg. Square Footage	45,069 sf
	<b>Qty.</b>
# of Permanent Classrooms	18
# of Portable Classrooms	18
# of Restrooms (student use)	3 sets 2 unisex
Computer Lab	1
Administration Office	1
Kitchen Facility	1
Library	1
Staff Workroom	1
Staff Lounge	1
Multipurpose Room	1

### 2009-10 Campus Improvement Projects

- Installation of a new six-classroom permanent structure
- Construction of new administration building
- Modernization of multipurpose room

## SUPERVISION & SAFETY

All staff share in the supervision of students throughout the school day. The principal, assistant principal, and teachers monitor breakfast, bus, and playground areas as students arrive on campus each morning. During recess, yard supervisors and teachers monitor student activities on the playground. During the lunch recess, the principal, assistant principal, and yard supervisors share supervision of students in the multipurpose room and on the playground. In the afternoon when students are released for the day, teachers, the principal, assistant principal, and crossing guards ensure students leave campus in a safe and orderly manner. Everyone assigned to student supervision duty carries a hand-held radio 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 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, secretary, or principal; each request is evaluated and either assigned to the site custodian or a work order is prepared and submitted to M&O for resolution. Most of Twentynine Palms Elementary's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists or third party vendors, depending upon the scope of the project. Emergency situations are immediately called in to M&O and resolved either by the school's custodial staff or district maintenance staff, based upon the nature of the situation.

One full-time senior custodian and two evening custodians are assigned to Twentynine Palms Elementary and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and senior custodian meet everyday at 6:30 a.m. to discuss campus cleaning needs, setups, and safety concerns. Every morning before school begins, the senior custodian and principal inspect the campus facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds. The day custodians are responsible for cafeteria setup/cleanup, school activity setups, minor maintenance, outside grounds areas cleaning, sweeping sidewalks, security checks, and keeping restrooms clean and stocked. Restrooms are monitored and checked by the custodian, principal, and assistant principal 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 2008-09 school year, Twentynine Palms Elementary received \$12,015.56 of deferred maintenance funds which were used for flooring projects.

## SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Twentynine Palms Elementary in collaboration with local municipal agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current school safety plan was reviewed, updated, and shared with school staff in May 2009.

## SCHOOL INSPECTIONS

Twentynine Palms Elementary works closely with the Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Twentynine Palms Elementary took place on November 16, 2009. Schools are required by state law to report the condition of their facilities;

School Facility Good Repair Status				
Most Recent Inspection: November 16, 2009	Good	Fair	Poor	Repair Needed and Action Taken or Planned
	Systems	✓		
Interior Surfaces		✓		Library: stained and missing ceiling tiles in media room. Girls' RR Wing 3: paint peeling on ceiling, grout missing here and there, especially in corners. Rm 7: water damaged splash at sink. RCB Rm T12: hole in ceiling tile. RCB Rm T18: base cove loose at door. RCB Rms T14, T15: damaged ceiling tiles. MPR: minor carpet ripples, ceiling tiles missing and one broken.
Cleanliness	✓			Rm KB: carpet stains, toilet in boys' RR cracked but okay. Girls' RR Wing 3: toilet paper on ceiling. RCB Rm T11: fresh juice spill inside door. RCB Rm T12: carpet stain inside door. RCB Rms T13, T16, T18, T19: carpet stain.
Electrical	✓			RCB Rm T9: light diffuser missing. RCB Rm T16: lights out.
Restrooms/Fountains	✓			Room KA: drain leaking on exterior drinking fountain. Boys' RR Wing 4: center urinal not draining properly. Rm 5: low pressure at exterior drinking fountain, water shut off to interior sink and drinking fountain. Rm 9: no water to drinking fountain.
Safety	✓			Rm 13: extension cord under rug. Rm 14: isopropyl alcohol and cleaning agents in room. RCB Rm T14: electrical panel blocked by cabinet.
Structural	✓			Rm 7: stained ceiling tile by clock. Rm 10: minor ceiling tile stain at return register. Rm 13: multiple stained ceiling tiles around return register. Admin: stained 12 x 12 ceiling tiles in reception area. Rms 15, 16: stained ceiling tiles.
External	✓			
Overall Summary	Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.			

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 2008-09 school year, 100% of restrooms were fully operational and available for student use.

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

Twenty-nine Palms Elementary takes a proactive approach to minimizing classroom disruptions and maintaining a safe learning environment. Behavior management and school policies are based upon the district's discipline matrix for elementary grades.

School rules, district policies, academic guidelines, and behavior expectations are clearly outlined on the student folder and reinforced by the principal in classroom presentations. Teachers have developed individual classroom management plans and behavior incentive plans in alignment with district and schoolwide policies. Throughout the year, students are reminded by school staff as needed to conduct themselves in a safe, responsible, and respectful 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 assistant principal (or sometimes the principal) for further intervention measures, taking into consideration past behavior trends. 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.

#### Suspensions & Expulsions

	TPES		
	06-07	07-08	08-09
Suspensions (#)	56	90	109
Suspensions (%)	8.36%	14.26%	15.62%
Expulsions (#)	0	1	2
Expulsions (%)	0.00%	0.16%	0.29%

#### MUSD Elementary Schools

	06-07	07-08	08-09
	Suspensions (#)	991	977
Suspensions (%)	18.49%	18.04%	18.92%
Expulsions (#)	19	14	18
Expulsions (%)	0.35%	0.26%	0.33%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

### STUDENT RECOGNITION PROGRAMS

Twenty-nine Palms Elementary celebrates students who follow school rules, practice positive behavior, demonstrate good citizenship, maintain perfect attendance, and show academic effort. Student recognition takes place monthly and at the end of each trimester. Students are given many opportunities to earn the following awards:

- Academic Awards
- Citizenship Awards
- Good Campus Slips
- Good Cafeteria Behavior Awards
- Perfect Attendance

All staff look for students demonstrating positive behavior, performing acts of kindness, cleaning the campus, and practicing good citizenship. "Caught being good" students receive a "Good Campus" slip and are eligible to participate in monthly drawings. Students whose tickets are selected are invited to have lunch with the principal.

### ENRICHMENT ACTIVITIES

Enrichment activities are embedded in the school curriculum and supplemented with after school activities sponsored by the school, Parent Teacher Organization, and Family Involvement Team.

- Band & Choir (4th-6th before-school)
- Book Fair
- Campus Clean Up
- Field Trips
- GATE
- Geography Bee
- McCallum Theater of the Arts Education
- Operation Hero
- Science Fair
- Science Field Trip
- Spelling Bee
- Student Council
- Track

### INSTRUCTIONAL TIME

During the 2008-09 school year, Twenty-nine Palms Elementary offered 180 days of instruction comprised of 176 regular days and five minimum days. All instructional minutes offered at Twenty-nine Palms Elementary during the 2008-09 school year exceeded state requirements specified in the California Education Code §46201.

#### Instructional Minutes

Grade Level	2008-09	
	Actual Minutes Offered	State Requirement
K	38,650	36,000
1-3	55,150	50,400
4-6	55,150	54,000

### CLASS SIZE

Twenty-nine Palms Elementary participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers to assist schools in reducing K-3 class sizes to 20 students or less. During the 2008-09 school year, 100% of K-2 classes participated in the CSR Program.

#### Percentage of K-3 Classrooms Participating in the Class Size Reduction Program

Grade	2006-07	2007-08	2008-09
K	100%	60%	100%
1	100%	100%	100%
2	100%	100%	100%
3	0%	0%	0%

The Class Size Distribution 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.

#### Class Size Distribution Self-Contained Classes

Grade	Avg. Class Size	2006-07		
		1-20	21-32	33+
		K	18.2	5
1	19.8	5	1	
2	17.0	5		
3	25.0		4	
4	22.5		4	
5	28.0		3	
6	21.7		3	
2007-08				
K	21.2	3	2	
1	17.2	5		
2	18.4	5		
3	22.0		4	
4	21.8		4	
5	26.0		3	
6	24.0		3	
2008-09				
K	22.5	4	2	
1	18.4	5		
2	17.5	4		
3	23.8		4	
4	31.7		3	
5	28.0		3	
6	26.3		3	
Combo K-3	19.0	1		

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Morongo Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based upon analysis of student assessment results, teacher input, and state content standards.

#### Staff Development Days Three-Year Trend

2006-07	2007-08	2008-09
3	3	3

All staff development activities at Twenty-nine Palms Elementary are focused on increasing student learning and proficiency. During the 2008-09 school year, Twenty-nine Palms Elementary staff participated in three full days of training. Staff training topics are identified by the district office and modified by school administration based upon results from a needs assessment survey and end-of-unit assessments from adopted curricula.

2008-09 Staff Training Topics:

- Envision Math
- SPARKs Physical Education Curriculum
- Data Director (student information system)
- Pacing, Instructional Strategies, and Technology Using the Envision Math Adoption

- Autism and ADHD Spectrums
- Response to Intervention

Throughout the year, Twentynine Palms Elementary sponsors supplemental staff training on minimum days and after school. Teaching staff collaborate and participate in grade level and subject area training activities focused on improving student achievement levels. During the 2008-09 school year, site-based training topics addressed:

- Using Results of Data Analysis to Drive Instruction and Program Modification
- Instructional Strategies
- Integration of visual and verbal skills for writing
- Houghton Mifflin Math Curriculum
- Universal Access

Morongo Unified School District offers supplemental training and support for new and ongoing program implementation. 2008-09 staff training topics included:

- Building Connections - One Student at a Time
- California Teacher of English Learners Training
- Data Director
- Envision Math
- Fine Tuning Institute
- Instructional Strategies
- Language!
- Pearson Technology
- SB 472 Math
- SPARKs Physical Education Curriculum
- Summer Success Reading & Math
- Writing Calibration

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. At the beginning of each school year, the district sponsors a four-day New Teacher Institute to introduce the district's core instructional materials, behavior management practices, Edusoft technology training, Aeries™ grading system, and a series of workshops addressing each of the core content areas. 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. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period.

To support veteran teachers as well as new teachers to the district, Morongo Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting 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 aides 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 California Content Standards and Frameworks. 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. Thirty (30) days prior to board adoption, parents may visit the district office's media center to preview recommended materials.

On October 6, 2009, 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. 10-04 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.

District Adopted Textbooks		
Subject & Year	Adopted Publisher/Series	Grades
<b>Language Arts</b>		
2009	MacMillan/McGraw Hill <i>California Treasures</i>	K-6
	Sopris West <i>Language!</i>	4-6
<b>Math</b>		
2008	Scott Foresman <i>Addison Wesley Envision Math</i>	K-6
<b>Science</b>		
2006-07	Houghton Mifflin <i>California Science</i>	K-6
<b>Social Science</b>		
2005-06	Houghton Mifflin <i>History-Social Science</i>	K-6

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2009-10 school year, Morongo Unified School District provided 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 content standards and curriculum frameworks.

### SCHOOL LEADERSHIP

Leadership is a responsibility shared among the principal, school staff, and parents. Principal Pete Wood is responsible for the day-to-day operations of the school and overall instructional program. The principal and assistant principal work closely as a team, sharing many of the responsibilities associated with running an effective elementary school. Assistant Principal Kristie Mahan takes a primary role in managing student discipline, safety, Student Study Teams, and special education.

At the beginning of the 2009-10 school year, Mr. Pete Wood entered his seventh year as principal of Twentynine Palms Elementary School. He has been in the educational field and serving the Morongo Unified School District for 18 years. Mr. Wood has previously held positions as a classroom teacher, assistant principal, and technology coordinator.

Twentynine Palms Elementary's Leadership Team is comprised of the principal, assistant principal, and elected staff representatives; parents and all other school staff members are invited to participate in Leadership Team meetings. The Leadership Team meets once a month to address schoolwide issues supporting the school mission, curriculum and operations, students and staff welfare, and community relations. Team members are responsible for oversight/completion of assigned tasks and leading subcommittee efforts.

The School Site Council (SSC) is comprised of the principal, teachers, classified staff, and parents. The SSC meets monthly and takes a major 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 California State Content Standards and Frameworks approved by the State Board of Education. Every student receives a rigorous, well-balanced standards-aligned curriculum. Twentynine Palms Elementary 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.

During designated blocks of time in the instructional day, students are re-grouped by their fluency level in reading and math based upon state and district assessments. Twentynine Palms Elementary refers to their "scaffolding" model as Universal Access time, a built-in module supported by the district's adopted language arts/reading and math curricula. Grouping students by learning levels enables teachers to provide instruction specifically designed for each student's unique abilities. Struggling students are exposed to intensive intervention strategies while high achievers receive a more complex, challenging curriculum focused on enrichment.

**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.

At the beginning of the 2008-09 school year, the district restructured its special education program and relocated specialized programs to specific school sites. Students in grades K-4 from Yucca Valley Elementary, Friendly Hills Elementary, Condor Elementary, and Palm Vista Elementary and who require services for learning disabilities have been transferred to Twentynine Palms Elementary for their instruction. Students in fifth and sixth grade enrolled in the schools listed above as well as Twentynine Palms Elementary and who require instruction specially designed for the learning handicapped are now receiving instructional services at Oasis Elementary. The district provides free transportation for these students from their home to Twentynine Palms Elementary and Oasis Elementary, respectively.

**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 30 minutes daily of ELD (English Language Development) instruction as a supplement to their regular language arts lessons. ELD instruction is provided by the student's home room teacher. Following the *Carousel of Ideas* curriculum, ELD activities focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. 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.

**GIFTED & TALENTED INSTRUCTION (GATE)**

Twentynine Palms Elementary offers a Gifted and Talented Education program for students in grades 3-6 who have been identified as high achievers. GATE students are provided services through differentiated instruction during the school day. Block scheduling permits the freedom to cluster these students.

**AT RISK INTERVENTIONS**

Twentynine Palms Elementary 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. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- Reading Intervention: students in grades 1-6, who are performing at the far below basic, below basic, and basic levels of proficiency in reading are recommended for participation. One Title I Teacher and one instructional assistant provide 30 minutes of small group instruction four times a week for specific 4th-6th grade students. Instruction takes place during Universal Access time and focuses on developing comprehensive proficiency in reading. Kindergarten teachers provide intervention for 1st and 2nd grade students for three hours a week.
- After-school Tutoring: certificated teachers and instructional assistants provide remediation and enrichment for students referred by their teacher for participation. Sixty minutes of instruction is provided three times a week, after school, for both language arts and math support as well as enrichment activities.
- Universal Access Time: based upon individual areas of need, students receive targeted assistance during language arts. Instruction includes intervention, remediation, or enrichment activities to increase individual student achievement levels up to and beyond state proficiency standards.

**PROFESSIONAL STAFF**

**TEACHER ASSIGNMENT**

Twentynine Palms Elementary recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, the school employed 34 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.

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 web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

**TEACHER EVALUATIONS**

Evaluation procedures and criteria adopted by the Morongo Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession:

- Engages and Supports All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Non-tenured teachers are formally evaluated each year; tenured (permanent) teachers are evaluated once every other year. Teachers with a minimum of ten years of employment with the district and whose previous evaluations were met evaluation criteria standards may choose to be evaluated every five years provided the teacher and their site administrator (principal) agree to the terms. Evaluations are conducted

	Teacher Credentials & Assignments							
	TPES				MUSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	35	35	34		454	482	487	
Teachers with Full Credential	35	35	34		442	457	456	
Teachers without Full Credential	0	0	0		12	25	31	
Teachers in Alternative Routes to Certification	0	0	0		9	18	25	
Pre-Internship	0	0	0		0	2	0	
Teachers with Emergency Permits	0	0	0		5	6	3	
Teachers with Waivers	0	0	0		1	1	1	
Teachers Teaching Outside Subject Area	0	1	0		0	0	1	
Other Misassignments of Certificated Staff	1	0	0	0	**	0	0	0
Teacher Misassignments for English Learners	1	1	1	0	151	28	5	1
Teacher Misassignments - Total	2	1	1	0	-	28	5	1
Teacher Vacancies	0	0	0	0	0	0	0	0

\*\* This total represents a combination of 1 certificated staff member and 22 classes.

	Percentage of Core Classes:		Teacher Education Levels	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers	2008-09	
			TPES %	MUSD %
TPES	100	0		
District Totals				
All Schools	98.5	1.5		
High-Poverty Sch.	100	0		
Low-Poverty Sch.	0	0		
Doctorate			0.0	0.4
Master's Degree plus 30 or more semester hours			2.9	3.9
Master's Degree			26.5	28.7
Bachelor's Degree plus 30 or more semester hours			50.0	42.7
Bachelor's Degree			20.6	24.0
Less than a Bachelor's Degree			0.0	0.3

by the principal who has been trained and certified for competency to perform teacher evaluations. Results of teacher evaluations are forwarded to the district's Human Resources Department for routine processing and safekeeping.

## SUPPORT SERVICES STAFF

Twentynine Palms Elementary'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. Counseling services are provided as needed by Morongo Basin Mental Health.

### Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09

	No. of Staff	FTE
Counselor	0	
Nurse	1	0.1
Health Technician	1	0.2
Psychologist	1	0.2
Speech & Language Pathologist	1	0.4
Health Technician	1	0.1

FTE = Full-Time Equivalent

Twentynine Palms Elementary's Student Study Team (SST) 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.

## SARC DATA & ACCESS

### DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Twentynine Palms Elementary 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 Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Twentynine Palms Elementary School is Yucca Valley Library located at 57098 29 Palms Highway, Yucca Valley.

Phone: (760) 228-5455

Hours: Mon., Wed., Fri. 10-6

Tue. & Thu. 12 noon-8

Sat. 9-5; Sun. Closed

Number of computers available: 16

Number of printers available: 1

## 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.

Salary Comparison 2007-08		
	MUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,074	\$40,917
Mid-Range Teacher Salary	\$64,465	\$64,688
Highest Teacher Salary	\$80,510	\$82,849
Average Principal Salaries:		
Elementary School	\$90,927	\$102,130
Middle School	\$104,567	\$108,050
High School	\$112,791	\$117,805
Superintendent Salary	\$149,045	\$176,845
Percentage of General Fund Expenditures For:		
Teacher Salaries	40.60 %	40.30 %
Administrative Salaries	5.50 %	5.90 %

### EXPENDITURES PER STUDENT

For the 2007-08 school year, Morongo Unified School District spent an average of \$8,507 of total general funds to educate each student (based on 2007-08 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 salaries can be found at the CDE web site 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.)

### Current Expense of Education per Pupil

2007-08

Expenditures Per Pupil	Dollars Spent per Student				
	TPES	MUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,620	\$6,435	102.9%	N/A	N/A
Restricted (Supplemental)	\$1,350	\$1,202	112.4%	N/A	N/A
Unrestricted (Basic)	\$5,269	\$5,234	100.7%	\$5,512	95.6%
Average Teacher Salary	\$63,440	\$62,656	101.3%	\$64,246	98.7%

In addition to general fund state funding, Morongo Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the District received approximately \$3,164 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Learning & Safe Neighborhood Partnerships
- Arts and Music Book Grant
- CA High School Exit Examination
- California Instructional School Garden
- CA Peer Assistance & Review Program for Teacher (CPARP)
- Career Technical Education Equipment and Supplies
- CA School Information Services
- Community Based Tutoring
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education
- Healthy Start
- Instructional Materials, Library Materials and Education Technology
- Lottery: Instructional Materials
- Title I, II, III, IV, V, X
- Parent Teacher Involvement
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs
- School Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment Incentives
- Transportation
- Vocational Programs
- Williams Case Settlement