



TWENTYNINE PALMS ELEMENTARY



School Accountability Report Card

A Report of 2009-10 School Activity Published in 2010-11

Twentynine Palms Elementary School

2004-05, 2005-06, 2006-07
Title I Academic Achievement Award

Grades K-6
Kristie Mahan, Principal
74350 Playa Vista Drive
Twentynine Palms, CA 92277
(760) 367-3545



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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 school facilities section was acquired in September 2010, and instructional materials information was acquired in October 2010.

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.

standards-based environment, emphasizing the development of reading, writing, and math skills.

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.

DISTRICT & SCHOOL PROFILES

MORONGO UNIFIED SCHOOL DISTRICT

Morongo Unified School District currently services over 9,100 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% receiving for special education services, 3% qualifying for English learner support, and 61% enrolled in the Free and Reduced Price Meal program.

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

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 2009-10 school year, 690 students in grades K-6 were enrolled. The demographic composition of student enrollment includes 10% receiving special education services, 3% qualifying for English learner support, and 48% 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

Percentage of Students by Ethnicity / Grade Level			
2009-10			
Ethnic Group	%	Grade Level	#
African-American	7.8%	Kindergarten	142
Amer. Indian or Alaskan Native	0.1%	Grade 1	122
Caucasian	60.6%	Grade 2	86
Asian	0.1%	Grade 3	92
Filipino	0.7%	Grade 4	92
Hispanic or Latino	22.3%	Grade 5	85
Pacific Islander	0.3%	Grade 6	71
Two or More Races	7.9%		
Total Enrollment			690

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.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in English/Language Arts and 58% or higher participation 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 680 or higher or increasing the API growth by one point.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 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

The AYP table in this report illustrates the school's progress in meeting 2009-10 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/ and the U.S. Department of Education's web site 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/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	30.2%	27.9%	23.3%

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.

Title I Program Improvement (PI) Status

	TPES	MUSD
PI Status	In PI	In PI
First Year of PI Implementation	2010-11	2010-11
Year in PI	Year 1	Year 1
No. of Schools Currently in PI		7
Percent of Schools Currently Identified for PI		41.2%

The statistical information in this table reflects the PI status during the 2010-11 school year.

In 2009-10, 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

**STAR
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	TPES			MUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	54	57	60	45	48	50	46	50	52
Math	67	62	62	41	45	44	43	46	48
Science	70	49	60	47	47	50	46	50	54
History				30	34	36	36	41	44

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
2009-10**

	TPES							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	47	*	*	*	47	*	66	*
Math	47	*	*	*	56	*	67	*
Science	*			*	55		62	*
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
2009-10**

	TPES					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	56	67	27	47	30	
Math	65	61	40	48	27	
Science	60	62	*	45	*	
History						

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 Elementary's progress over the past three years. To maintain confidentiality, results are reported for numerically significant

**Academic Performance Index (API)
Three-Year Performance Comparison**

	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	8	8	7			
Similar Schools Rank	10	9	5			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	5	-9	6	824	759	767
Ethnic Subgroups						
Hispanic or Latino	5	-24	-9	797	724	715
Caucasian	15	-9	8	839	777	838
Other Subgroups						
Economically Disadvantaged	-23	-24	31	757	721	712

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.

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 2009-10 school year, 508 work orders were generated for unscheduled maintenance; a total of \$60,743.73 was expended to address work order-generated projects.

Campus Description

Year Built	1950
Acreage	23 ac
Bldg. Square Footage	45,069 sf
	Qty.
# of Permanent Classrooms	24
# of Portable Classrooms	18
# of Restrooms (student use)	4 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 2009-10 school year, Twentynine Palms Elementary received \$310.00 of deferred maintenance funds which were used for upgrades to the alarm system.

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 2010.

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 August 17, 2010. 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 2009-10 school year, 100% of restrooms were fully operational and available for student use.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Twentynine 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

School Facility Good Repair Status			
Most Recent Inspection: August 17, 2010	Good	Fair	Poor
Systems	✓		
Interior Surfaces		✓	
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural		✓	
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.		

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		
	07-08	08-09	09-10
Suspensions (#)	90	109	87
Suspensions (%)	14.26%	15.62%	12.61%
Expulsions (#)	1	2	2
Expulsions (%)	0.16%	0.29%	0.29%

	MUSD Elementary Schools		
	07-08	08-09	09-10
Suspensions (#)	977	1036	905
Suspensions (%)	18.04%	18.92%	16.62%
Expulsions (#)	14	18	18
Expulsions (%)	0.26%	0.33%	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

Twentynine 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
- McCallum Theater of the Arts Education
- Operation Hero
- Science Fair
- Science Field Trip
- Spelling Bee
- Student Council
- Track

CLASS SIZE

Twentynine 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 2009-10 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	2007-08	2008-09	2009-10
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	2007-08				
	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
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		

Grade	2008-09			
	Avg. Class Size	1-20	21-32	
	K	22.5	4	
1	18.4	5		
2	17.5	4		
3	23.8		4	
4	31.7		3	
5	28.0		3	
6	26.3		3	

Grade	2009-10			
	Avg. Class Size	1-20	21-32	
	K	27.5		
1	20.0	4.0	2.0	
2	21.2	1.0	3.0	
3	28.3		3.0	
4	26.5		3.0	
5	28.3		3.0	
6	23.7		3.0	

INSTRUCTIONAL TIME

During the 2009-10 school year, Twentynine Palms Elementary offered 180 days of instruction comprised of 176 regular days and five minimum days. All instructional minutes offered at Twentynine Palms Elementary during the 2009-10 school year exceeded state requirements specified in the California Education Code §46201.

Instructional Minutes

Grade Level	2009-10	
	Actual Minutes Offered	State Requirement
K	38,650	36,000
1-3	55,150	50,400
4-6	55,150	54,400

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

2007-08	2008-09	2009-10
3	3	3

All staff development activities at Twentynine Palms Elementary are focused on increasing student learning and proficiency. During the 2009-10 school year, Twentynine 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.

2009-10 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 2009-10 school year, site-based training topics addressed:

- Rtl - Response to Intervention

Morongo Unified School District offers supplemental training and support for new and ongoing program implementation. 2009-10 staff training topics included:

- Response to Intervention
- Physical Education
- Math Adoption Training- Pearson Envision Math

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 5, 2010, 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. 11-05 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
Language Arts		
	Houghton Mifflin <i>Reading</i>	1-6
	<i>LANGUAGE! A & B</i>	4-6
Math		
2008	Scott Foresman <i>Addison Wesley enVision Math</i>	K-6
Science		
2007	Houghton Mifflin <i>California Science</i>	K-6
Social Science		
2006	Houghton Mifflin <i>History-Social Science</i>	K-6

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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 2010-11 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 Danette Swain takes a primary role in managing student discipline, safety, Student Study Teams, and special education.

At the beginning of the 2010-11 school year, Ms. Kristie Mahan entered her first year as principal of Twentynine Palms Elementary School. She has been in the educational field and serving the Morongo Unified School District for 10 years. Ms. Mahan has previously held positions as a classroom teacher and assistant principal at Twentynine Palms Elementary School. Professional certifications include:

- Bachelor's degree in Liberal Studies
- Master's degree in Educational Administration
- Clear Teaching Credential

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 2009-10 school year, the district restructured its special education program and relocated specialized programs to specific school sites. Students in grades K-4 from Oasis 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.

- Math Intervention: students in grades 4-6, who are performing at the far below basic, below basic, and basic levels of proficiency in math receive additional instruction during school, and grades K-3 receive additional instruction before school.

- 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 2009-10 school year, the school employed 30 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.

Teacher Credentials & Assignments								
	TPES				MUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	35	34	31		482	487	401	
Teachers with Full Credential	35	34	30		457	456	395	
Teachers without Full Credential	0	0	1		25	31	6	
Teachers in Alternative Routes to Certification	0	0	0		18	25	0	
Pre-Internship	0	0	0		2	0	0	
Teachers with Emergency Permits	0	0	0		6	3	0	
Teachers with Waivers	0	0	0		1	1	0	
Teachers Teaching Outside Subject Area	1	0	0		0	1	1	
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	1	1	0	0	28	5	1	0
Teacher Misassignments - Total	1	1	0	0	28	5	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

Percentage of Core Classes:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2009-10		
TPES	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Sch.	100.0%	0.0%
Low-Poverty Sch.		

Teacher Education Levels 2009-10		
	TPES %	MUSD %
Doctorate	0.0	0.5
Master's Degree plus 30 or more semester hours	17.6	18.9
Master's Degree	23.5	17.8
Bachelor's Degree plus 30 or more semester hours	52.9	54.3
Bachelor's Degree	5.9	8.4
Less than a Bachelor's Degree	0.0	0.0

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/.

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 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) 2009-10

	No. of Staff	FTE
Counselor	0	
Nurse	1	0.1
Health Technician	1	0.2
Psychologist	1	0.2
Speech & Language Pathologist	1	1.0

FTE = Full-Time Equivalent

Twentynine Palms Elementary's Continuing 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. This team is comprised of the RtI Teacher, Special Education staff, Administrators and Psychologist. The team meets twice a month. 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 2008-09		
	MUSD	State Average Districts in Same Category
Beginning Teacher Salary	\$36,074	\$41,209
Mid-Range Teacher Salary	\$64,465	\$65,228
Highest Teacher Salary	\$80,510	\$83,339
Average Principal Salary		
Elementary School	\$90,160	\$103,186
Middle School	\$104,567	\$108,786
High School	\$112,791	\$119,247
Superintendent Salary	\$153,278	\$179,586
Percentage of General Funds Expenditures For:		
Percent of Budget for Teacher Salaries	41.4%	40.7%
Percent of Budget for Administrative Salaries	5.6%	5.9%

EXPENDITURES PER STUDENT

For the 2008-09 school year, Morongo Unified School District spent an average of \$8,474 of total general funds to educate each student (based on 2008-09 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/ 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.)

Current Expense of Education per Pupil 2008-09					
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	\$5,984	\$6,674	89.7%	N/A	N/A
Restricted (Supplemental)	\$1,210	\$1,680	72.0%	N/A	N/A
Unrestricted (Basic)	\$4,774	\$4,993	95.6%	\$5,681	84.0%
Average Teacher Salary	\$60,897	\$63,267	96.3%	\$65,399	93.1%

In addition to general fund state funding, Morongo Unified School District receives state and federal categorical funding for special programs. For the 2008-09 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
- ARRA: State Fiscal Stabilization Fund
- Arts and Music Book Grant
- CA High School Exit Examination
- CA Peer Assistance & Review Program for Teacher
- California School Information Services
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education
- Instructional Materials, Library Materials and Education Technology
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Parent Teacher Involvement
- Professional Development Block Grant
- 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
- Title I, II, III, IV, V, X
- Transportation
- Transportation: Special Education
- Vocational Programs