



TWENTYNINE PALMS JUNIOR HIGH SCHOOL



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

School Accountability Report Card

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

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Junior High School
Grades 7-8
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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

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

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming, stimulating environment where students are actively involved in learning academics, as well as, positive values. Together through our hard work, our students will be challenged to reach their maximum potential.

DISTRICT & SCHOOL PROFILES

MORONGO UNIFIED SCHOOL DISTRICT

Morongo Unified School District currently services 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.

Percentage of Students by Ethnicity / Grade Level			
2009-10			
Ethnic Group	%	Grade Level	#
African-American	13.7%	Grade 7	260
Alaskan Native	0.4%	Grade 8	265
Caucasian	47.8%		
Asian	2.3%		
Filipino	2.1%		
Hispanic or Latino	24.2%		
Pacific Islander	3.2%		
Two or More Races	6.2%		
Total Enrollment			525

TWENTYNINE PALMS JUNIOR HIGH SCHOOL

Twentynine Palms Junior High School is located in the central region of Twentynine Palms, two blocks north of Highway 62 and approximately five miles south of the Twentynine Palms Marine Corp Base. During the 2009-10 school year, 525 students in grades 7-8 were enrolled. The demographic composition of student enrollment includes 12% receiving special education services, 2% qualifying for English learner support, and 56% enrolled in the Free and Reduced Price Meal program. Teachers work collaboratively to create a standards-based environment, emphasizing the development of reading, writing, and math skills.

For students with an Individual Learning Plan (IEP), routine meetings may take place at a student's home if parents are unable to attend meetings held on campus. Home visits may be made in cases of chronic absences or to facilitate translation of important information. The school's new Discipline Committee draws upon parent, staff, and community resources to serve as a decision making as well as an advisory group to evaluate current trends in behavior and then develop effective management strategies.

SCHOOL VISION

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

SCHOOL MISSION

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in Twentynine Palms Junior High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, cafeteria, and library, or helping with student supervision and physical education.

Parent representatives are an integral part of the School Site Council, which is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. The Safety & Discipline Committee meets quarterly and is comprised of parents, staff, administration, and community members; committee members develop behavior

management policies, the school code, and bullying rules. Parents seeking more information about becoming an active member in the school community may contact the school office at (760) 367-9507.

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

- After-school clubs
- AVID
- Back-to-School Night
- Capturing Kids Hearts
- Cornell Note Night
- Discipline Committee
- Fine arts program
- Home visits
- Monthly parent visitation days
- Open House
- Parent education workshops
- Parent nights
- Parent-teacher conferences
- Safety Committee
- Sixth grade meetings
- Student performances

SCHOOL NEWS

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

- Falcon Flyer
- Online Daily Bulletins
- School web site (www.tpjhs.com)
- Student Information System ("Grades Online")
- School marquee
- School Messenger
- Postcard mailings
- Press releases

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Twentynine Palms Junior High School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include: end-of-unit tests, classroom observation, report card grades, and standardized state assessments.

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 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 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	TPJHS	MUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	No	No
Math	No	No
Academic Performance Index	Yes	Yes
Graduation Rate	N/A	Pend

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) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website 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. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

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

The API table in this report highlights Twentynine Palms Junior High's progress over

the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. Standardized State Assessments

Students at Twentynine Palms Junior High School 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 Junior High School is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <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
Seventh	18.2%	29.8%	34.7%

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 2009-10, Twentynine Palms Junior High School received Schoolwide Title I funding and, therefore, is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California AYP calculations determine whether a Title I school has met performance goals. Schools not meeting AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools increase student proficiency levels.

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

	TPJHS			MUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	49	46	52	45	48	50	46	50	52
Math	37	39	42	41	45	44	43	46	48
Science	68	63	67	47	47	50	46	50	54
History	40	35	36	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**

	TPJHS								
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races	
English-Language Arts	34	*	75	*	48	33	57	66	
Math	31	*	58	*	43	29	44	18	
Science	47	*	*	*	54	*	79	93	
History	29	*	*	*	30	*	40	71	

**When 10 students or less are 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**

	TPJHS						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education	
English-Language Arts	48	55	8	39	19		
Math	43	41	8	33	13		
Science	68	65	*	61	29		
History	42	32	*	24	0		

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

	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
	School Increase/Decrease in API					
Statewide Rank	5	6	5			
Similar Schools Rank	8	9	5			
Results	2007-08	2008-09	2009-10	2010	2010	2010
Schoolwide - All Students	33	-11	5	756	759	767
Ethnic Subgroups						
African-American		-29			704	685
Hispanic or Latino	5	-16	2	709	724	715
Caucasian	51	-2	10	789	777	838
Other Subgroups						
Economically Disadvantaged	26	6	-7	700	721	712

More information about Title I and Program Improvement can be located on the CDE's website <http://www.cde.ca.gov/ta/ac/ay/>.

Title I Program Improvement (PI) Status

	TPJHS	MUSD
PI Status	In PI	In PI
First Year of PI Implementation	2009-10	2010-11
Year in PI	Year 2	Year 1
No. of Schools		7
Currently in PI		
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.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Twentynine Palms Junior High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1949; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff. During the 2009-10 school year, 615 work orders were generated for unscheduled maintenance; a total of \$108,242.95 was expended to address work order-generated projects.

2009-10 Campus Improvement Projects

- Replace shade structures
- Resurface gym and stage floors
- Repainted inside of multi purpose room

BOND FUNDED PROJECTS

Morongo Unified School District is receiving approximately \$50 million of revenue through the Measure "O" Series A School Bond which was passed by voters in November 2005 as a component of Proposition 39. Bond measure funded projects at Twentynine Palms Junior High School are scheduled to take place during the 2009-10 school year and include replacement of current door security lock systems with new and improved hardware.

Campus Description

Year Built	1949
Acreage	30 ac
Bldg. Square Footage	61252 sf
	Qty.
# of Permanent Classrooms	27
# of Portable Classrooms	3
# of Restrooms for student use	4 sets
Computer Labs	2
Counseling Office	1
Gymnasium	1
Locker Rooms	1 set
Library	1
Cafeteria	1
Teacher Lounge	1
Multipurpose Room	1

SUPERVISION & SAFETY

All staff share in the supervision of students throughout the school day. All students are required to wear an ID card attached to a lanyard. As students arrive on campus each morning, teachers and administrators are assigned to designated areas of the campus to monitor activities. During the lunch period, campus supervisors, counselors, the principal and assistant principal share supervision of students in the cafeteria and common gathering areas. In the afternoon when students are released for the day, campus supervisors, teachers, the principal, and assistant principal are responsible for supervision of students at exit areas to ensure a safe and orderly departure. All staff assigned to supervision duty carry hand-held radios to quickly facilitate routine and emergency communications.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure. A color-coded badge system is used to quickly identify a visitor's level of clearance and length of stay while on campus.

- Green - Background clearance obtained
- Red - Lunch supervision only
- Yellow - Campus visit for one period only

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Twentynine Palms Junior High School in collaboration with local municipal agencies and the district office to fulfill Senate

Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, 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 Junior High School works closely with the Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Twentynine Palms Junior High School took place on 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 student restrooms were fully operational and available for student use at all times.

FACILITIES MAINTENANCE

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and staff submit requests for unscheduled maintenance and special projects to the senior custodian; the senior custodian then evaluates each request and either assigns the project to site custodians or submits a work order to M&O for resolution. Most of

Twentynine Palms Junior High School's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists or third party vendors, depending upon the scope of the project. Emergency situations are immediately called in to M&O and resolved either by the school's custodial staff or district maintenance staff, based upon the nature of the situation.

One full-time senior custodian, one part-time evening custodian, and one full-time evening custodian are assigned to Twentynine Palms Junior High School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and senior custodian communicate as needed to discuss campus cleaning needs and safety concerns. Every morning before school begins, the senior custodian and campus supervisors inspect campus facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. The day custodians are responsible for cafeteria setup/cleanup, school activity setups, minor maintenance, outside grounds areas cleaning, sweeping sidewalks, security checks, and keeping restrooms clean and stocked. Restrooms are monitored and checked by the custodian and campus supervisors every 30 minutes as a proactive measure in eliminating vandalism and keeping facilities safe, sanitary, and stocked. The evening custodians are responsible for general cleaning of classrooms (including sanitizing desktops), restrooms, kitchen, and library. When students are on winter and summer break, custodians perform a thorough, detailed cleaning throughout the campus.

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 Junior High School received \$25,459.38 of deferred maintenance funds which were used for projects in the gym and lunch shelter, floor covering and ceiling projects in the gym and band room, and to replace supplies.

For the 2010-11 school year, the district has budgeted \$1,056,525 for the deferred maintenance program. This represents 1.5% of the Morongo Unified School District's 2010-11 general fund budget.

School Facility Good Repair Status

Most Recent Inspection: August 17, 2010	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems	✓		
Interior Surfaces		✓	Room 3: 1 broken tile and 1 displaced; room 6: minor carpet bubbles; room 9: some carpet stains, damaged laminate on right cabinet door; room 21: carpet old, some stains/gum; room 25: carpet old and stained/rippled; room 27: carpet old/stained, bookcases rusty; room 28: carpet old/stained; corridor/RR's: ceiling tiles vandalized; room 32: carpet area old; portable restroom: linoleum at doors sun damaged; room 52 UHS: 1 broken ceiling tile back room; library: carpet old, but ok.
Cleanliness	✓		Room 51 UHS: bad carpet stains in front area; room 52 UHS: carpet stains.
Electrical		✓	Admin: missing duplex receptacle cover in conference room (wire mold); room 5: 1 light flickering (ok); room 7: 1 light out; room 31 Woodshop: poor task lighting; room 32: 1 light out; RCB room 46: 1 light out.
Restrooms/Fountains		✓	low pressure at drinking fountain in nurse's room (high unit); corridor/RR's: low fountain not working; room 41: exterior drinking fountain hose broken to fountain head; portable restroom UHS: drinking fountain turned off, watering hammering at East sink.
Safety	✓		Room 32: attic access open.
Structural		✓	Room 3: 2 stained ceiling tiles; room 5: 4 stained ceiling tiles south perimeter; room 6: 2 stained ceiling tiles; room 7: 1 stained ceiling tile; room 8: 3 stained ceiling tiles (minor spots); room 10: 3 stained ceiling tiles (minor spots); room 26: 1 stained ceiling tile (north center); room 32: 1 stained ceiling tile sw by door; room 41: 2 minor stained ceiling tiles nw corner; alot of tape on ceiling perhaps coving damage; RCB room 46: 2 stained ceiling tiles, 2 damaged ceiling tiles; room 50 UHS: 1 minor stained ceiling tile back room; room 51 UHS: 1 ceiling tile out of place in back room by plenum.
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.		

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

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

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

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, and parent. Parents and teachers work together to resolve student behavior concerns before they escalate to more severe consequences such as suspension or expulsion. Students continuing to have difficulty with their behavior are referred to the counselor or assistant principal. Administrators take into consideration past behavior trends when handing out consequences. Parents are formally notified in writing of every referral or incident pertaining to their child. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

Twentynine Palms Junior High works in partnership with the San Bernardino County Sheriff to deploy Operation CleanSWEEP on campus. School staff have been trained and given the authority to issue citations to students

Suspensions & Expulsions

	TPJHS		
	07-08	08-09	09-10
Suspensions (#)	350	346	362
Suspensions (%)	61.40%	63.02%	68.95%
Expulsions (#)	20	32	27
Expulsions (%)	3.51%	5.83%	5.14%

	MUSD Junior High Schools		
	07-08	08-09	09-10
Suspensions (#)	757	693	852
Suspensions (%)	55.05%	50.55%	61.03%
Expulsions (#)	54	62	72
Expulsions (%)	3.93%	4.52%	5.16%

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.

for unlawful conduct. Students receiving citations are required to appear in juvenile court for assignment of fines or community service work.

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

STUDENT RECOGNITION PROGRAMS

Twentynine Palms Junior High School celebrates students who follow school rules, practice positive behavior, demonstrate good citizenship, maintain perfect attendance, and show academic effort. Student recognition takes place monthly and at the end of each grading period. Students are given many opportunities to earn the following awards:

- CJSF (California Junior Scholastic Federation)
- Classroom Awards
- Department Awards
- End of the Year Awards
- Falcon of the Month
- Falcon Pride Cards
- Golden Falcon Awards
- Honor Roll
- PE Perfect Attendance Awards
- Teen-Age Citizen Service Awards

ENRICHMENT ACTIVITIES

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

- Academic Competitions
- Academic Pentathlon
- Archaeology Club
- Art
- Associated Student Body
- Ballet
- Band
- Baseball
- Basketball
- Career Club
- CJSF
- Class Councils
- Crafts Club
- Drama
- Falcon Athletic Club
- Flag Football
- GATE Classes
- Green Readers
- International Club
- Perform. Arts Club
- Piano
- Red Ribbon Week
- SADD (Students Against Destructive Decisions)
- Sewing Club
- Science/Astronomy Club
- Soccer
- Spirit Week
- Spanish Club
- Step Squad
- Teen-age Citizen Service Club
- Track
- Volleyball
- Woodworking Club
- Strategic Games Club

INSTRUCTIONAL TIME

During the 2009-10 school year, Twentynine Palms Junior High School offered 180 days of instruction comprised of 176 regular days and four minimum days. All instructional minutes offered at Twentynine Palms Junior High School exceed state requirements specified in the California Education Code §46201. The state requires students in grades 7-8 to receive a minimum of 54,000 minutes of instruction annually; Twentynine Palms Junior High School offered 65,560 minutes of instruction for the 2009-10 school year.

CLASS SIZES & TEACHING LOADS

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

Teaching Load Distribution Departmentalized Instruction

Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	23.2	20	17	
Math	26.4	1	23	1
Science	29.3		11	4
Social Science	28.2	3	9	4

Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.9	10	16	4
Math	24.4	7	18	
Science	29.3		14	1
Social Science	28.6	1	14	2

Subject	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25	8	18	
Math	27	5	20	
Science	30		15	
Social Science	29		15	

**Data for 2009-10 was not available at the time of publication of this report*

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities in Morongo Unified School District are aligned to the California State Content Standards and Frameworks. Professional development concentrations are selected and identified based on analysis of student achievement, team development, and state/federal standards.

Staff Development Days Three-Year Trend

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

All staff development activities at Twentynine Palms Junior High School are focused on increasing student learning and proficiency. During the 2009-10 school year, Twentynine Palms Junior High School 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 data analysis findings, teacher feedback, and school site action plans.

2009-10 Staff Training Topics:

- Capturing Kids Hearts - Building Champions
- Professional Learning Communities - PLC
- AVID Strategies

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 provides 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.

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.

District Adopted Textbooks

Subject & Year	Adopted	Publisher/Series	Grades
Language Arts			
		McDougal Littell	7-8
		<i>Language of Literature</i>	
2007		Sopris West; <i>Language!</i>	7-8
Math			
2008		Holt; <i>California Math Program</i>	7-8
Science			
2007		Prentice Hall	7
		<i>Focus on Life Science</i>	
2007		Prentice Hall	8
		<i>Focus on Physical Science</i>	
Social Science			
2006		McDougal Littell; <i>World History</i>	7
		<i>Medieval & Early Times</i>	
2006		McDougal Littell	8
		<i>Creating America</i>	

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

TECHNOLOGY RESOURCES

Twentynine Palms Junior High School has two stationary computer labs: one is equipped with 25 computers and the other features 38 computer workstations which are used for whole class elective courses, intervention classes, and technology classes.

LIBRARY RESOURCES

The school's library is staffed by one full-time library technician; the library is open between 7:00 a.m. and 2:00 p.m. (two days a week the library is open until 3:15 p.m. for tutoring and studying sessions). Students have access to a wide range of titles for recreational reading; some books are available in Spanish. There are 25 stationary and 15 laptop Internet-accessible computers available for electronic title searches, research, Accelerated Reader quizzes, and Accelerated Math quizzes. Students have access to supplemental resources such as encyclopedias, magazines, newspapers, magazines, and audiotapes.

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

Parents are invited to visit Twentynine Palms Junior High's library. A portion of the library (the Parent Station) is dedicated to information and resources to support the learning process at home, adolescent issues, and recreational

reading. Parents may check out any book from the library as long as their child is enrolled in the junior high school. Computers and laptops are available to parents for resume writing, typing projects, research, etc.

SCHOOL LEADERSHIP

Leadership is a responsibility shared among the school administration, school staff, and parents. Principal Jolie Kelley is responsible for the day-to-day operations of the school and overall instructional program. The principal and assistant principal share many responsibilities associated with running an effective middle school. Assistant Principal Justin Monical takes a lead role in managing student discipline and safety.

At the beginning of the 2010-11 school year, Mrs. Kelley entered her fifth term as principal of Twentynine Palms Junior High School. She has been in the educational field and serving the Morongo Unified School District for 20 years. Mrs. Kelley has previously held positions as a classroom teacher, assistant principal, and an academic team coach. Professional certifications include:

- Bachelor's degree in English
- Bachelor's degree in Liberal Studies
- Master's degree in Humanities
- Master's degree in Educational Leadership
- Clear Single Subject Teaching Credential
- Clear Multiple Subject Teaching Credential
- Clear Administrative Services Credential

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

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

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the 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 Junior High School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

All special education students are mainstreamed into the general education classroom based upon their IEP (Individualized Education Program) and provided instruction in the least restrictive environment. Special education 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.

Twenty-nine Palms Junior High School supports one full-day, self-contained special day class which is staffed by one special education teacher and three instructional aides. One special education teacher, two resource specialist teachers, two morning aides, and two afternoon instructional aides provide support in the general education classroom. Special education staff work closely with general education teachers following a "blended model" to ensure instruction is effectively supporting current lessons as well as each student's individual needs. Each student's IEP is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

ENGLISH LEARNERS

Students identified as English Learners (EL) through the CELDT exam and home language survey are placed in a classroom with a teacher who has been certified to teach English learners. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. English learners receive 60 minutes of instruction following the as their core language arts course, supplemented with one to three periods of instruction using the LANGUAGE! curriculum. Language development instruction generally focuses on developing listening, speaking, reading, and writing skills. As students increase fluency, progress is measured through classroom performance and CELDT results. Instruction is subsequently adjusted to meet the current learning needs of each student.

AT RISK INTERVENTIONS

Twenty-nine Palms Junior High School offers unique programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are provided during school hours as part of the core curriculum and after school. Analyzing and identifying students who need additional academic assistance is a top priority among school administration, teachers, and special education staff. Teachers use student assessment results, report card grades, and classroom performance on end-of-unit tests to evaluate student progress and identify students performing below grade level proficiency standards in reading, language arts, and math. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- LASER (Library After School Educational Resources): one day a week the library is open until 3:15 p.m. for students seeking additional support to improve academic success. Students have access to teacher or peer tutoring services, computers for research, and all other library resources.

- After-school Tutoring: certificated staff are available two days a week for 60 minutes after school for students who need additional assistance. Bus transportation is available.

- Intensive Language Arts: students reading two or more years below current grade level are placed in either two or three periods of LANGUAGE! to fulfill their language arts coursework. Instruction is designed to improve basic reading fluency and comprehension skills.

- Benchmark Language Arts: students reading at or above grade level are placed in an Advanced English course to fulfill general education language arts requirements. Instruction is designed to challenge students abilities and skills.

- ZAP (Zeros Aren't Permitted): a schoolwide zero-tolerance policy for missing assignments. Students are provided the opportunity to complete work with specified time frames to avoid mandatory placement in lunchtime detention. Students continuing to struggle with assignments are referred to the Student Study Team to identify and resolve barriers interfering with the completion of coursework.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Twenty-nine Palms Junior High School recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, the school employed 19 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/.

SUPPORT SERVICES STAFF

Twenty-nine Palms Junior High School's non-teaching support services staff is a specialized team of experts who, through close collaboration,

is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	No. of Staff	FTE
Counselor	2	2.0
Campus Supervisors	7	3.5
Nurse	1	0.2
Health Clerk	1	0.3
Psychologist	1	0.2
Speech & Language Pathologist	1	0.1

FTE = Full-Time Equivalent

Counselor-to-student Ratio: 1:275

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

Twenty-nine Palms Junior High School'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

Teacher Credentials & Assignments

	TPJHS				MUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	27	26	21		482	487	401	
Teachers with Full Credential	25	24	19		457	456	395	
Teachers without Full Credential	2	2	2		25	31	6	
Teachers in Alternative Routes to Certification	1	1	0		18	25	0	
Pre-Internship	0	0	0		2	0	0	
Teachers with Emergency Permits	1	1	0		6	3	0	
Teachers with Waivers	0	0	0		1	1	0	
Teachers Teaching Outside Subject Area	2	0	0		0	1	1	
Other Misassignments of Certificated Staff	0	0	0		0	0	0	0
Teacher Misassignments for English Learners	0	0	0		28	5	1	0
Teacher Misassignments - Total	0	0	0		28	5	0	0
Teacher Vacancies	0	0	0		0	0	0	0

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
TPJHS	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

	TPJHS	MUSD
	%	%
Doctorate	8.7	0.5
Master's Degree plus 30 or more semester hours	21.7	18.9
Master's Degree	21.7	17.8
Bachelor's Degree plus 30 or more semester hours	39.1	54.3
Bachelor's Degree	8.7	8.4
Less than a Bachelor's Degree	0.0	0.0

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.

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 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.

SARC DATA & INTERNET ACCESS

DATAQUEST

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

PUBLIC INTERNET ACCESS LOCATION

Parents may access Twentynine Palms Junior High School's SARC and access the Internet at the school's library and any of the county's public libraries. The closest public library to Twentynine Palms Junior High School is Yucca Valley Library located at 57098 29 Palms Highway, Yucca Valley.

Yucca Valley Library
Phone: (760) 228-5455
Hours: Mon. Wed., Fri 10-6
Tue. & Thur. 12-8
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.

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.)

Salary Comparison 2008-09		
	MUSD	State Average of 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	\$103,189
Middle School	\$104,567	\$108,789
High School	\$112,791	\$119,247
Superintendent Salary	\$153,278	\$179,589
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%

Current Expense of Education per Pupil 2008-09					
Dollars Spent per Student					
Expenditures Per Pupil	TPJHS	MUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$7,295	\$6,674	109.3%	N/A	N/A
Restricted (Supplemental)	\$1,857	\$1,680	110.5%	N/A	N/A
Unrestricted (Basic)	\$5,437	\$4,993	108.9%	\$5,681	95.7%
Average Teacher Salary	\$60,126	\$63,267	95.0%	\$65,399	91.9%

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