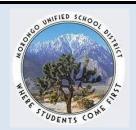# Yucca Valley Elementary School

7601 Hopi Trail • Yucca Valley, CA 92284 • (760) 365-3381 • Grades K-6
Celeste Wahlberg, Principal
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Morongo Unified School District

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District Governing Board

L. Hilary Slotta, President

Kerri Condley, Clerk

Robert Hamilton, Member

Megan Berge, Member

Catherine Nelson, Member

District Administration

Doug Weller, Superintendent
Superintendent

Amy Woods
Assistant Superintendent, Instructional Services

Michael Ghelber
Assistant Superintendent, Human Resources

Sharon Flores
Assistant Superintendent, Business Services

Heidi Burgett
SELPA Director

Principal's Message

At Yucca Valley Elementary School, we believe through strong partnerships between the school, the home, and the community, we can make a difference in the lives of our students and maximize their educational experience. As our school motto states, "Knowledge is Gold," and at Yucca Valley Elementary School, we strive for excellence. The School Accountability Report Card is a summary report of our educational program. If you would like any additional information, please call or write our office for an appointment.

District & School Profiles

Morongo Unified School District currently services 8,616 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, 1 continuation high school, 2 state preschool programs, 3 transitional kindergarten programs, 3 alternative education programs, and a special education preschool program. The student population is comprised of 14.2% receiving special education services, 4.8% qualifying for English learner support, and 71.2% socioeconomically disadvantaged.

Yucca Valley Elementary School

Yucca Valley Elementary School is located in the western portion of the town of Yucca Valley, approximately three blocks south of the Highway 62 and Geronimo Trail intersection. During the 2019-2020 school year, 642 students in grades TK-6 were enrolled. The demographic composition of student enrollment includes 11.21% receiving special education services and 8.4% qualifying for English learner support. Due to a district-wide nutrition program,100% of students are eligible for free breakfast and lunch. However, alternative data collected reflects eligibility for free and reduced lunch to be at 83.67%. A state preschool program for children ages 3 and 4 is onsite and available to income-qualifying families.

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 student-centered environment, emphasizing the development of reading, writing, and math skills.

Our Professional Learning Community (PLC) atmosphere creates team building success for our staff to collaborate effectively and bring success through data-driven planning sessions.

School Vision

Yucca Valley Elementary School empowers and equips students to reach their highest personal and academic potential to pursue a limitless future.

School Mission

The mission for Yucca Valley Elementary School is for students, staff, and community members to work together to prepare our students for the future. We recognize individual differences, while teaching a consistent progression of skills, knowledge, and values that enable the students to be successful, productive citizens.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	129
Grade 1	98
Grade 2	79
Grade 3	86
Grade 4	79
Grade 5	75
Grade 6	97
Total Enrollment	643

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	1.1
Asian	1.1
Filipino	0.3
Hispanic or Latino	43.1
Native Hawaiian or Pacific Islander	1.1
White	46
Socioeconomically Disadvantaged	83.5
English Learners	8.6
Students with Disabilities	10.9
Foster Youth	1.2
Homeless	2.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Yucca Valley	18-19	19-20	20-21
With Full Credential	27	28	28
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Morongo Unified	18-19	19-20	20-21
With Full Credential	♦	♦	400
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Yucca Valley Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

All textbooks used in the core curriculum throughout Morongo Unified School District are aligned to the Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

In October 13, 2020, 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. #21-04 which certifies as required by Education Code §60119 that (1) Morongo Unified School District has provided to each pupil, including English learners, a textbook or instructional materials, or both, to use in class and to take home, (2) "sufficient textbooks or instructional materials" means that all students who are enrolled in the same course within the Morongo Unified School District, have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

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. Morongo Unified School District provides all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's Common Core State Standard.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson Scott Foresman: World of Wonders-TK Program (year of adoption 2019) Cengage Learning: California REACH for Reading 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	McGraw-Hill; My Math 2014 McGraw-Hill: World of Wonder (year of adoption 2020) McGraw-Hill: California Math CCSS Course 1 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	McGraw-Hill: World of Wonder (year of adoption 2020) McGraw-Hill: Core California Inspire Science (year of adoption: 2020) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Pearson: My World Interactive for Grades K-6 (year of adoption 2019) McGraw-Hill: World of Wonder (year of adoption: 2020) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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. The facility has sufficient classroom, playground, and staff spaces. 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 Yucca Valley Elementary School's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists or third party vendors, depending upon the scope of the project. Emergency situations are immediately called in to M&O and resolved either by the school's custodial staff or district maintenance staff, based upon the nature of the situation.

One full-time senior day custodian, one full-time evening and one part-time evening custodian are assigned to Yucca Valley Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and senior custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the senior custodian inspects campus facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. The day custodian is 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 periodically throughout the day as a proactive measure in eliminating vandalism and keeping facilities safe, sanitary, and stocked. The evening custodian is 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.

San Bernardino County Williams Inspection Results
On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Morongo Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. Due to the Covid-19 pandemic, the inspection done by San Bernardino County was conducted through the Morongo Unified School District's Maintenance & Operations Department. The most recent facility inspection completed by the Maintenance & Operations Department took place on June 30, 2020. Results of the inspection and corrective action taken by the district are provided in the table below.

School Inspections
Yucca Valley Elementary 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 Yucca Valley Elementary School took place on June 30,2020. 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 2019-2020 school year, 100% of student restrooms were fully operational and available for use at all times.

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. At this time, there are no planned improvements at this site.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: June 30, 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Work room: stained ceiling tile (WO #18615); Room 1: stained ceiling tile (WO #17634); Room 3: damage behind wall in southeast corner (WO #17635); Room 5: broken ceiling tile (WO #18323); Room 7: stained ceiling tile (WO #18324), adjust bubbler (WO #18460); Room 8: broken ceiling tile (WO #18461), stained ceiling tile (WO #16730); Room 9: broken ceiling tile (WO #18613), Room 11: stained ceiling tile (WO #17898), missing laminate on south edge of computer station (WO #4408); Room 13: stained ceiling tile (WO #18325); Room 14: bottom hinge on left door of sink base cabinet needs screws (WO #18328), stained ceiling tile (WO #17899); Room 15: bottom hinge on left door of sink base cabinet needs screws (WO #17896); Room 18: track surface repair-south wall, possible carpet repair on east wall (WO #17966); Room 19: touch up door paint (WO #18611), stained ceiling tiles (WO #17967); Room 20: touch up paint around door (WO #18610); Library: laminate repair on bookshelf by east door (WO #11330); Room 24: missing and stained ceiling tile (WO #10993); Room 29: stained ceiling tiles (WO #18335); Room 32: stained ceiling tiles (WO #18036); Room 33: stained ceiling tiles (WO #18037); Room 36: stained ceiling tiles (WO #18057); Room K1: stained ceiling tile (WO #14707); Room K2: stained ceiling tile (WO #17603), cove base repair (WO #10691); K3: stained ceiling tile (WO #17633); MRP: touch up paint around stage walls (WO #3811); Reading Room: sink base cabinet door needs resecured (WO #18488); New Admin: touch up paint on corner edge of wall by west entry door in staff lounge (WO #18608);
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room 29: needs new light diffuser. Old one feel out and broke (WO #18083); Room K2: ballast out (WO #17631), Hallways and Corridors: bubbler not working on DF by Room 5 (WO #14770)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Wing 1 Restrooms: replace rusted beauty ring on toilet water supply in staff (WO #18341); door will not shut on it's own, needs adjustment (WO #18102); missing handle on taller DF next to BRR (WO #11215); Permanent Restroom Building: graffiti on inside door of first stall, BRR-recaulk second sink (WO #18346), realign first stall door for latch to work (WO #18343); Wing 3 Restrooms: hydraulic door closing hinge is broken (WO #17928); 30's Building Restrooms: sixth stall needs door alignment for latch to work (WO #18345); Primary playground: drinking fountain not working (WO #18566)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	MPR: touch up paint outside roof trim (WO #3811)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 1: touch up paint outside south door to the right (WO #18614); Room 13: touch up paint on door frame (WO #18612); Library: outside trim needs touch up (WO #12110); Room 25: paint on west wall exterior (WO #18333); Room 26: touch up paint on west wall exterior (WO #18609); Room 27: missing screen on west window (WO #18334); Room 29: replace screens on south windows (WO #18336), replace weather stripping on door (WO #18331); Room K1: door will not shut on it's own. needs adjustment (WO #18101); Primary Playground: upper playground table needs end cap on seat (WO #12105), repair asphalt near sidewalk-hole (WO #4394); Secondary playground: upper and lower playgrounds have potholes that need to filed with cold patch (WO #11753); Hallways and Corridoors: touch up paint on handrailing by Rms. 17-21 (WO #18607); School Grounds: erosion control and weeding needed portable classrooms to upper playground, remove stray trays near mechanical areas behind wing 3, minor weeding on campus needed mainly behind wing 4 (WO #18208), patch/paint curb at school entrance (WO #15420); Gates and Fences: gate to kinder area not able to latch (WO #15956)
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	35	N/A	41	N/A	50	N/A
Math	21	N/A	27	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	20	N/A	24	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Parents are encouraged to get involved in Yucca Valley Elementary School's learning community by volunteering their time, attending the monthly parent participation activities, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, office, and library. Parents who wish to volunteer must obtain a fingerprint/ background clearance and TB clearance.

Parent representatives are an integral part of the Site Based Management Committee, English Learner Advisory Council, and Family Faculty Association. Each of these groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Two parent liaisons are available to connect students' families with community resources, health care services, food, and clothing. The liaisons are responsible for recruiting parent volunteers and providing parent education workshops to support the learning process. Parents seeking more information about becoming an active member in the school community may contact the principal or school office staff at (760) 365-3381.

Yucca Valley Elementary 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:
- Back-to-School Night
- Bingo Nights
- Book Fairs
- Character Building Assemblies
- Family Reading Night
- Trunk or Treat
- Spring Carnival

- Movie Nights
- Red Ribbon Week
- Student Performances
- Student Recognition Ceremonies
- Track Team
- National Elementary Honor Society Events
- LCAP / Title 1 Informational Meetings

School News
School-to-home communication takes place in multiple forms. Parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates through:

- School newsletters
- Teacher newsletters
- Class Dojo
- Flyers and letters
- School website
- School marquee
- Student planner
- Social media
- Emails and phone calls

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
School Site Safety Plan
The Comprehensive School Site Safety Plan was developed for Yucca Valley Elementary School in collaboration with local municipal agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current school safety plan was reviewed, updated, and approved December 3, 2019.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.5	7.9	9.8	10.2	3.5	3.5
Expulsions	0.0	0.0	0.6	0.6	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.029	.065	
Expulsions	.001	.004	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	43	2	2	2	32	2	3	1	38		5	1
1	26		3		37		3	1	39		4	1
2	34		4	1	34	1	3	1	30	1	3	1
3	40		3	1	37		3	1	39		3	1
4	42		3	1	41		3	1	46		2	1
5	42		3	1	37	1	3	1	46		2	1
6	35	1	3	1	41		3	1	38	1	3	1
Other**					8	1			21	2	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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

During the 2018-2019 school year, staff participated in three non-student days of professional development, and five minimum days and two early release days. During the 2019-2020 school year, staff participated in three nonstudent days of professional development, and five minimum days and two early release days. During the 2020-2021 school year, staff participated in three non-student days of professional development. Staff training topics are identified by the district office and modified by school administration based upon results from teacher surveys and analysis of student assessment results.

2019-2020 Staff Training Topics:
- Common Core Standards and Student engagement
- Student-Centered Teaching Strategies
- Data Analysis
- PLC - Professional Learning Communities
- Student Information Systems
- Technology
- Writing Across the Curriculum
- Professional Development Book Club
- Zoom
- Canvas
- WASC

Supplemental site-based staff development takes place throughout the year to support ongoing program implementation. Professional Learning Communities activities emphasized collaboration on common assessments.

Morongo Unified School District offers supplemental training and support for new and ongoing program implementation. In 2019-20, professional development opportunities included:

- Benchmark Data Training
- Common Core State Standards - Math
- English Language Arts Writing
- Illuminate Training - English Language Arts & Math
- Integrated Math
- School Safety
- Social Studies Training
- PBIS/MTSS

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The district's BTSA Program (Beginning Teacher Support and Assessment) is a state-approved program that offers additional support and assistance to newly credentialed teachers. To support veteran teachers as well as new teachers to the district, Morongo Unified School District offers Peer Assistance and Review (PAR). Experienced and knowledgeable veteran teachers provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Instructional assistants and paraprofessionals are occasionally provided specially-designed training by district special education specialists. Training activities generally address topics related to current instructional programs and effective teaching strategies to support current lessons.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the San Bernardino County Superintendent of Schools and courses offered by community colleges and universities. Classified support staff may receive training from district representatives through a job-alike format.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,277	$49,782
Mid-Range Teacher Salary	$78,673	$76,851
Highest Teacher Salary	$105,940	$97,722
Average Principal Salary (ES)	$117,831	$121,304
Average Principal Salary (MS)	$132,708	$128,629
Average Principal Salary (HS)	$136,921	$141,235
Superintendent Salary	$188,232	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6,297.66	847.96	5,449.70	71,150.30
District	N/A	N/A	7464.78	$77,850
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-31.2	-9.0
School Site/ State	-34.9	-10.7

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

Types of Services Funded

In addition to general fund state funding, Morongo Unified School District receives state and federal categorical funding for special programs. For the 2020-2021 school year, the District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.