

Joshua Tree Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Joshua Tree Elementary School
Street	4950 Sunburst Avenue
City, State, Zip	Joshua Tree, CA 92252
Phone Number	(760) 366-8459
Principal	Dr. Karina Veas
Email Address	Karina.Veas@morongo.k12.ca.us
School Website	https://www.morongousd.com/joshuatreeelementaryschool_home.aspx
County-District-School (CDS) Code	36-67777-6035984

2022-23 District Contact Information

District Name	Morongo Unified School District
Phone Number	(760) 367-9191
Superintendent	Dr. Patricio Vargas, Superintendent
Email Address	pvargas@morongo.k12.ca.us
District Website Address	www.morongo.k12.ca.us

2022-23 School Overview

Vision: Joshua Tree Elementary School is a nationally recognized learning institution that shapes the future citizens of the world.

Mission Statement: Joshua Tree Elementary School cultivates a safe, inclusive community of learners where everyone is valued and respected through collaborative efforts with all.

Joshua Tree Elementary School is located in Joshua Tree, CA which is part of the Mojave Desert, As one of the eleven elementary schools in the Morongo Unified School District, Joshua Tree Elementary serves approximately 291 students in grades Kindergarten through sixth grade. It is the only school in the district to house a federally-funded preschool program (half-day) for children ages three to five years old who are severely handicapped. The School Plan for Student Achievement (SPSA) is updated annually by the Joshua Tree Elementary School Site Council. For more information and to review our School Accountability Report, please visit our school web page at <https://www.morongousd.com/jtes.aspx> or you can stop by the school's office. We provide a safe and secure environment where differences are celebrated and inclusion is a priority. Instruction through a collaborative model focused on cycles of inquiry ensure that every child is making progress towards proficiency and beyond. A tiered model of intervention services is utilized through teamwork and the MTSS process. Students documented and have gone through the MTSS process will begin to receive intervention Tier 2 and 3 supports as needed. Identified students with disabilities are provided extra supports in the Learning Center, a pull-out service, as well as support in their general education setting with push-in services.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	38
Grade 1	46
Grade 2	39
Grade 3	44
Grade 4	42
Grade 5	48
Grade 6	36
Total Enrollment	293

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	2.4
Asian	0.0
Black or African American	7.8
Filipino	1.4
Hispanic or Latino	35.5
Native Hawaiian or Pacific Islander	0.7
Two or More Races	1.0
White	49.8
English Learners	3.8
Foster Youth	2.4
Homeless	0.7
Migrant	0.0
Socioeconomically Disadvantaged	77.8
Students with Disabilities	16.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.90	92.59	311.80	82.57	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	6.18	3.40	0.91	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	1.24	6.20	1.64	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	36.00	9.54	12115.80	4.41
Unknown	0.00	0.00	20.10	5.34	18854.30	6.86
Total Teaching Positions	16.10	100.00	377.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.20	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

On October 11, 2022, 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. #23-06 which certifies as required by Education Code §60119 that (1) Morongo Unified School District has provided to each pupil, including English learners, a textbook or instructional materials, or both, to use in class and to take home, (2) "sufficient textbooks or instructional materials" means that all students who are enrolled in the same course within the Morongo Unified School District, have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. Morongo Unified School District provides all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's Common Core State Standard.

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Cengage Learning: California REACH for Reading 2016	Yes	0
Mathematics	McGraw Hill: My Math 2014 McGraw Hill: California Math CCSS Course 1 2014	Yes	0
Science	McGraw-Hill: Core California Inspire Science (year of adoption: 2020)	Yes	0
History-Social Science	Pearson: My World Interactive for Grades K-6 (year of adoption: 2019)	Yes	0

School Facility Conditions and Planned Improvements

Facilities Maintenance

Joshua Tree Elementary School has nine student restrooms, eight adult restrooms, eighteen classrooms, two computer labs, a library, speech room, three playgrounds, a multipurpose room, and staff work spaces and office spaces. The school custodial staff and district's maintenance department work together to ensure these facilities provide adequate space for students, staff, and visitors. 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 Joshua Tree 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.

A team of day and evening custodians are assigned to Joshua Tree Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and senior custodian communicate weekly regarding campus cleaning needs and safety concerns. Every morning before school begins, the senior custodian inspects the campus facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds. The evening custodian performs a second inspection of the campus when securing facilities at the end of each day.

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 senior custodian throughout the day as a proactive measure in eliminating vandalism and keeping facilities safe, sanitary, and stocked. The evening custodians are responsible for general cleaning of classrooms (including sanitizing desktops), restrooms, kitchen, and library. When students are on winter and summer break, custodians perform a thorough, detailed cleaning throughout the campus. Custodians follow a rigid set of cleaning standards approved by the Morongo Unified School District. Each custodian receives both classroom and on-the-job training from the district's Director of Maintenance & Operations and the district's Custodial Supervisor. Senior custodians are responsible for monitoring school cleaning procedures and practices to ensure students are provided a clean, orderly, and safe learning environment every day.

School Inspections

Joshua Tree Elementary works closely with the Maintenance & Operations Department for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Joshua Tree Elementary took place from July 25, 2022. 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 2021-22 school year, 100% of student restrooms, sinks, and fountains were fully operational and available for use at all times. During the inspections conducted July 25, 2022 it was determined that the school facility was overall in good repair.

Deferred Maintenance

Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2021-2022 school year, Joshua Tree Elementary did not receive any repairs from deferred maintenance funds. Completed projects include: Asphalt patching, sealing & striping.

Year and month of the most recent FIT report

7/25/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Laminate missing from benches in library (WO #2022-1462); Chips in computer desk laminate in Rm. 12 (WO #2022-2135); Laminate missing on computer shelf in Rm. 13 (WO #2022-2136); Chips in laminate and window seal trim coming off metal strip in Rm. 15 (WO #2022-2139, WO #2022-2146); Laminate coming off of computer shelf in Rm. 2 (WO #2022-2140); Laminate chipping on computer shelf in Rm. 4 (WO

School Facility Conditions and Planned Improvements

				#2022-2141); Laminate coming off of computer shelf in Rm. 6 (WO #2022-2142); Torn carpet missing floor tiles and holes appear in the flooring (WO #2022-2144)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Significant cracks trip hazards holes and deterioration are found (WO #2022-1461)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	25	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	19	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	155	149	96.13	3.87	24.83
Female	71	68	95.77	4.23	33.82
Male	84	81	96.43	3.57	17.28
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	13	12	92.31	7.69	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00	0.00	22.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	81	76	93.83	6.17	23.68
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	133	127	95.49	4.51	22.05
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	26	26	100.00	0.00	3.85

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	155	149	96.13	3.87	15.44
Female	71	68	95.77	4.23	13.24
Male	84	81	96.43	3.57	17.28
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	13	12	92.31	7.69	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00	0.00	24.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	81	76	93.83	6.17	9.21
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	133	127	95.49	4.51	14.17
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	26	26	100.00	0.00	3.85

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	6.06	19.05	12.73	20.85	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	42	100	0	19.05
Female	19	19	100	0	26.32
Male	23	23	100	0	13.04
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100	0	13.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	23	23	100	0	17.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100	0	19.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	97.56	100	97.56	100

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Joshua Tree Elementary School is committed to partnering with families and our community to feel welcomed and valued at our school, as well as be a part of their children's educational journey from Kindergarten through sixth grade by participating in three school wide events and as as part of our Stakeholder input. Parent representation is an integral part of our School Site Council (SSC) and Parent Teacher Organization (PTO). This school year we have worked with our PTO in planning the following family events: Bingo for Books, Movie Night, Musical Performance, Talent Show, Valentine's Family Dance, Art Gallery Night, Spring Fair, Water/Field Day, and Book Fair.

Parents as partners through clear communication is a priority at Joshua Tree Elementary School. We utilize School Messenger to send out voice recorded messages from the Principal, as well as personalized robotexts and roboemails. Our Facebook account is public, so not only our families, but our entire community can stay informed on school events, policy changes, schedule updates, and classroom activities. As a green school, we strive to be paperless. We also utilize Synergy ParentVue and a monthly SMORE newsletter is sent out in collaboration with administration and our PTO.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	335	322	148	46.0
Female	158	153	65	42.5
Male	177	169	83	49.1
American Indian or Alaska Native	8	8	2	25.0
Asian	0	0	0	0.0
Black or African American	26	24	13	54.2
Filipino	4	4	1	25.0
Hispanic or Latino	123	119	55	46.2
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	5	5	3	60.0
White	167	160	73	45.6
English Learners	16	15	7	46.7
Foster Youth	14	13	5	38.5
Homeless	13	10	6	60.0
Socioeconomically Disadvantaged	290	282	135	47.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	57	24	42.1

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.51	6.59	2.45
Expulsions	0.00	0.42	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.09	0.12	10.60	0.20	3.17
Expulsions	0.00	0.00	0.02	0.54	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.09	0.00
Female	0.63	0.00
Male	3.39	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.85	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.63	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.40	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.39	0.00

2022-23 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Joshua Tree Elementary in collaboration with local municipal agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current school safety plan was reviewed, updated, and shared with school staff in January 2022. The safety of the student on the school grounds are ensured before, during and after school through this plan.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	1	2	1
1	25	1	2	1
2	33		2	1
3	33		2	1
4	20	1	1	1
5	34		1	1
6	30		2	
Other	9	3	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	5		1
1	23	3		1
2	24	2	1	1
3	24	2	1	1
4	24	2	1	1
5	15	3	1	1
6	22	1	1	1
Other	4	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	8	5	1	
2	25	2		1
3	17	2	2	1
4	17	3	1	1
5	13	5	1	1
6	17	2	1	1
Other	22	2		2

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,362.35	1,086.52	6,275.83	69,841.03
District	N/A	N/A	8,604.26	\$81,439
Percent Difference - School Site and District	N/A	N/A	-31.3	-15.3
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-4.9	-17.3

2021-22 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 2021-2022 school year, the District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to: Expanded Learning Program, afterschool learning, Economic Impact Aid, Lottery, Medi-Cal Billing Option, other Federal Funds, other locally defined funds, special education, state lottery, Title I, II, III, and transportation for special education.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,785	\$52,478
Mid-Range Teacher Salary	\$81,033	\$80,810
Highest Teacher Salary	\$109,119	\$101,276
Average Principal Salary (Elementary)	\$122,805	\$127,080
Average Principal Salary (Middle)	\$136,689	\$134,264
Average Principal Salary (High)	\$146,111	\$147,200
Superintendent Salary	\$188,526	\$242,351
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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

During the 2021-2022 school year, staff participated in three non-student days of professional development, and five minimum days. During the 2022-23 school year, staff will participate in three non-student days of professional development, and six minimum days. 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.

2021-2022 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

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 2021-22, 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3