

Yucca Mesa Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



Yucca Mesa Roadrunners

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 | Yucca Mesa Elementary School |
| Street | 3380 Avalon Ave |
| City, State, Zip | Yucca Valley, CA 92284 |
| Phone Number | (760) 228-1777 |
| Principal | Sally Stevens |
| Email Address | sally.stevens@morongo.k12.ca.us |
| School Website | https://www.morongousd.com/ymes.aspx |
| County-District-School (CDS) Code | 36-6777-6105589 |

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

Principal's Message

Welcome to Yucca Mesa Elementary School! This report will provide the Yucca Mesa community with information about our school's achievements and resources pertaining to our staff and students. To have a successful school, the home to school connection is vital. We hope that you will gain a better understanding of our school community through the information provided. We encourage all community members to visit and become familiar with our school.

Yucca Mesa Elementary has a long-standing tradition of excellence. We continue to increase academic rigor through academic instruction, Social Emotional Learning, technology and Center based learning. YMES will continue to build upon the 21st century skills to better prepare our students for future successes. We are committed to help student's grow in English Language Arts and Math, using data collected from our yearly Smarter Balanced Assessments. We will continue to explore new educational ideas and practices to improve our effectiveness with students academically, socially and behaviorally. As we look to the future and improve grade level standards, we work academically to put the best programs in place to provide opportunities for mastery. We will sustain an academic program that is without comparison in our county and beyond. This means expanding program activities before, during, and after school, and continuing our reputation as a full-service community school that believes in helping every child.

District & School Profiles

Morongo qualifying for English learner support, and 68.8% socioeconomically disadvantaged Unified School District currently services 8,515 students in grades TK-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 16.1% receiving special education services, 4.6%

2022-23 School Overview

Yucca Mesa Elementary School

Yucca Mesa Elementary is located in the northeastern region of Yucca Valley, approximately four miles north of Highway 62. During the 2022-2023 school year. We had 402 students in grades K-6 enrolled during the school year. The demographic composition of student enrollment includes 19.9% receiving special education services, 13% qualifying for English learner support, and 100% enrolled in the Free and Reduced Price Meal program.

All school staff are committed to celebrating the uniqueness of children and guiding every child to fulfillment of his or her potential. Teachers work collaboratively to create a standards-based environment, emphasizing the development of reading, writing, and math skills.

School Vision

A safe and kind environment where the Roadrunner Community exhibits responsibility and values education.

School Mission

Our school strives to provide a kind, responsible, and safe environment where every child is known and valued and where differing needs are acknowledged, accepted and met.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 70 |
| Grade 1 | 55 |
| Grade 2 | 58 |
| Grade 3 | 51 |
| Grade 4 | 56 |
| Grade 5 | 60 |
| Grade 6 | 52 |
| Total Enrollment | 402 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.3 |
| Male | 51.7 |
| American Indian or Alaska Native | 0.5 |
| Asian | 2.0 |
| Black or African American | 2.2 |
| Filipino | 1.0 |
| Hispanic or Latino | 30.8 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 0.5 |
| White | 61.4 |
| English Learners | 5.0 |
| Foster Youth | 1.2 |
| Homeless | 2.0 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 74.9 |
| Students with Disabilities | 19.4 |

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) | 17.80 | 79.22 | 311.80 | 82.57 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.40 | 0.91 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.00 | 8.90 | 6.20 | 1.64 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.50 | 11.13 | 36.00 | 9.54 | 12115.80 | 4.41 |
| Unknown | 0.10 | 0.76 | 20.10 | 5.34 | 18854.30 | 6.86 |
| Total Teaching Positions | 22.40 | 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 | 2.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 2.00 | |

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.

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 | 2.50 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 2.50 | |

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) | 9.80 | |

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 for Grades K-6 | Yes | 0 |
| Mathematics | McGraw Hill; My Math 2014 for Grades K-6 McGraw Hill; California Math CCSS Course 1 2014 for Grades K-6 | Yes | 0 |
| Science | McGraw Hill, California Inspire Science for Grades K-6 | Yes | 0 |
| History-Social Science | Pearson, My World Interactive for Grades K-6 | Yes | 0 |

School Facility Conditions and Planned Improvements

School Inspections

Yucca Mesa Elementary works closely with the Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Yucca Mesa Elementary took place on July 26, 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.

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

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Yucca Mesa Elementary and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and senior custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the senior custodian inspects the 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 and yard supervisors throughout the day as a proactive measure in eliminating vandalism and keeping facilities safe, sanitary, and stocked. The evening custodians are responsible for general cleaning of classrooms (including sanitizing desktops), restrooms, kitchen, and library. When students are on winter and summer break, custodians perform a thorough, detailed cleaning throughout the campus.

Custodians follow a rigid set of cleaning standards approved by the Morongo Unified School District. Each custodian receives both classroom and on-the-job training from the district's Director of Maintenance & Operations and the district's Custodial Supervisor. Senior custodians are responsible for monitoring school cleaning procedures and practices to ensure students are provided a clean, orderly, and safe learning environment every day.

Deferred Maintenance

Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Completed projects include: Asphalt patching, sealing & striping; Carpet and Flooring replacement at various rooms. Planned projects include: Carpet and flooring at various rooms.

Year and month of the most recent FIT report

September 29, 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 | Ceiling tiles have holes W.O. 2022-2340 Ceiling tiles have holes and cracks W.O. 2022-2341 Ceiling tiles have holes W.O. 2022-2342 Ceiling is missing ceiling tiles W.O. 2022-2343 Ceiling tiles have holes W.O. 2022-2344 Walls in kitchen have paint peeling W.O. 2022-2345 Holes appear in the flooring W.O. 2022-2347 Walls appear to have hazards from tears and holes W.O. 2022-2348 Walls appear to have hazards from tears and holes around windows and other spots on walls W.O. 2022-2349 |

School Facility Conditions and Planned Improvements

| | | | |
|--|---|---|--|
| | | | <p>Ceiling tiles have holes W.O. 2022-2350 Ceiling tiles have holes W.O. 2022-2351 Ceiling tiles have holes W.O. 2022-2352 Ceiling tiles have holes W.O. 2022-2353 Walls appear to have chipping paint W.O. 2022-2356 Tack surface peeling by drop down W.O. 2022-2357 Ceiling tiles have holes W.O. 2022-2358 Ceiling tiles have holes W.O. 2022-2359 Ceiling tiles have holes W.O. 2022-2360 Ceiling tiles have holes W.O. 2022-2361 Ceiling tiles is missing tiles W.O. 2022-2362 Ceiling tiles have holes W.O. 2022-2363</p> |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | |
| Electrical | X | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | <p>Girls has restroom has some broken tiles W.O. 2022-2364 Restrooms have missing floor tiles W.O. 2022-2365 Boys restroom toilet won't flush W.O. 2022-2367</p> |
| Safety: Fire Safety, Hazardous Materials | X | | |
| Structural: Structural Damage, Roofs | X | | <p>Ceiling tiles have holes, cracks and stains W.O. 2022-2368 Ceiling tiles have stains W.O. 2022-2370 Ceiling tiles have holes and stains W.O. 2022-2371 Ceiling tiles have stains W.O. 2022-2372 Ceiling tiles have holes and stains W.O. 2022-2373 Ceiling tiles have holes and stains W.O. 2022-2374</p> |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | <p>Significant cracks, trip hazards, holes and deterioration are found in asphalt W.O. 2022-2387 Significant cracks, trip hazards, holes and deterioration are found in asphalt W.O. 2022-2388 Window screens have several holes W.O. 2022-2375 Window missing screens W.O. 2022-2376 Overhanging covering the ramp has peeling paint W.O. 2022-2377 Window screens are missing 2022-2378 Window screens are missing 2022-2379 Window screens are missing 2022-2380 Window screens are missing 2022-2381 Window screens are missing 2022-2382 Window screens are missing 2022-2383</p> |

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 | 33 | N/A | 33 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 28 | 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 | 216 | 208 | 96.30 | 3.70 | 32.69 |
| Female | 109 | 105 | 96.33 | 3.67 | 37.14 |
| Male | 107 | 103 | 96.26 | 3.74 | 28.16 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 62 | 59 | 95.16 | 4.84 | 28.81 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 138 | 135 | 97.83 | 2.17 | 34.81 |
| English Learners | 12 | 11 | 91.67 | 8.33 | 27.27 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 168 | 162 | 96.43 | 3.57 | 32.10 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 45 | 43 | 95.56 | 4.44 | 9.30 |

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 | 216 | 208 | 96.30 | 3.70 | 28.37 |
| Female | 109 | 105 | 96.33 | 3.67 | 29.52 |
| Male | 107 | 103 | 96.26 | 3.74 | 27.18 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 62 | 59 | 95.16 | 4.84 | 13.56 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 138 | 135 | 97.83 | 2.17 | 34.81 |
| English Learners | 12 | 11 | 91.67 | 8.33 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 168 | 162 | 96.43 | 3.57 | 25.31 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 45 | 43 | 95.56 | 4.44 | 11.63 |

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) | NT | 30.43 | 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 | 46 | 46 | 100 | 0 | 30.43 |
| Female | 22 | 22 | 100 | 0 | 27.27 |
| Male | 24 | 24 | 100 | 0 | 33.33 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 13 | 13 | 100 | 0 | 15.38 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 31 | 31 | 100 | 0 | 38.71 |
| 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 | 30.56 |
| 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 | 96.5 | 94.74 | 96.5 | 96.5 | 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

Parent Involvement

Parents are encouraged to get involved in Yucca Mesa Elementary's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, office, and library. Parent representation is an integral part of the School Site Council, English Learner Advisory Council, and Parent Teacher Organization. Each of these groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact their child's teacher, school office staff, or the principal at (760) 228-1777. Parents volunteers are required to obtain a background/fingerprint clearance, TB clearance, and be cleared in the office via Raptor background check.

Yucca Mesa Elementary provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourages parents to attend

- Back-to-School Night
- Fall/ Winter Festival
- Family Nights
- PTO Events
- Career Day
- Student Performances
- Science Day
- Evenings with the Stars

2022-23 Opportunities for Parental Involvement

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

- Class newsletters
- Flyers and Letters
- Roadrunner Rundown Newsletter
- PTO Facebook Page
- School-Home Apps
- School Messenger
- School website
- School marquee

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 438 | 429 | 147 | 34.3 |
| Female | 209 | 205 | 66 | 32.2 |
| Male | 229 | 224 | 81 | 36.2 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 8 | 8 | 3 | 37.5 |
| Black or African American | 9 | 9 | 3 | 33.3 |
| Filipino | 4 | 4 | 1 | 25.0 |
| Hispanic or Latino | 137 | 133 | 50 | 37.6 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 2 | 2 | 1 | 50.0 |
| White | 274 | 269 | 88 | 32.7 |
| English Learners | 25 | 25 | 9 | 36.0 |
| Foster Youth | 13 | 13 | 5 | 38.5 |
| Homeless | 13 | 13 | 4 | 30.8 |
| Socioeconomically Disadvantaged | 342 | 338 | 129 | 38.2 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 99 | 97 | 47 | 48.5 |

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 | 1.83 | 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 | 0.43 | 0.23 | 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 | 0.23 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.44 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.73 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.29 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.01 | 0.00 |

2022-23 School Safety Plan

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Yucca Mesa 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 and updated in October 2022 and shared with school staff in November 2022

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 | 37 | | 2 | 1 |
| 1 | 36 | | 2 | 1 |
| 2 | 35 | | 2 | 1 |
| 3 | 36 | | 2 | 1 |
| 4 | 33 | | 2 | 1 |
| 5 | 43 | | 2 | 1 |
| 6 | 35 | 1 | 1 | 1 |
| Other | 12 | 7 | 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 | 24 | 3 | 1 | 1 |
| 1 | 20 | 4 | 1 | 1 |
| 2 | 14 | 4 | | |
| 3 | 18 | 4 | 1 | 1 |
| 4 | 25 | 3 | 1 | 1 |
| 5 | 15 | 4 | 1 | 1 |
| 6 | 18 | 5 | 1 | 1 |
| Other | 11 | 10 | | 1 |

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 | 22 | 3 | 2 | 1 |
| 1 | 20 | 2 | 2 | 1 |
| 2 | 22 | 2 | 2 | 1 |
| 3 | 33 | | 2 | 1 |
| 4 | 21 | 2 | 2 | 1 |
| 5 | 14 | 6 | 1 | 1 |
| 6 | 20 | 3 | 1 | 1 |
| Other | 10 | 5 | | |

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 | 1005 |

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) | 0.4 |
| 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 | 9013.6 | 2867.93 | 6145.67 | 78569.56 |
| District | N/A | N/A | 8604.26 | \$81,439 |
| Percent Difference - School Site and District | N/A | N/A | -33.3 | -3.6 |
| State | N/A | N/A | \$6,594 | \$83,102 |
| Percent Difference - School Site and State | N/A | N/A | -7.0 | -5.6 |

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 2022-2023 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.
- Community Partnerships
- Class Size Reduction Grades K-3 (optional)
- Continuation Education
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- 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

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 |