

Yucca Valley 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	Yucca Valley Elementary School
Street	7601 Hopi Trail
City, State, Zip	Yucca Valley, CA 92284
Phone Number	(760) 365-3381
Principal	Celeste Wahlberg
Email Address	celeste.wahlberg@morongo.k12.ca.us
School Website	
County-District-School (CDS) Code	36-677776036040

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

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

District & School Profiles

Morongo Unified School District currently services 8,616 students in grades K-12 residing in the communities of Morongo, Yucca Valley, Joshua Tree, and Twentynine Palms. The district currently operates 11 elementary schools, 2 middle schools, 2 high schools, 1 continuation high school, 2 state preschool programs, 3 transitional kindergarten programs, 3 alternative education programs, and a special education preschool program. The student population is comprised of 14.2% receiving special education services, 4.8% qualifying for English learner support, and 71.2% socioeconomically disadvantaged.

Yucca Valley Elementary School

Yucca Valley Elementary School is located in the western portion of the town of Yucca Valley. According to the current California School Dashboard, in 2022, 542 students in grades TK-6 were enrolled. The demographic composition of student enrollment includes 12.5% receiving special education services and 7.2% qualifying for English learner support. 75.5% of our students are designated as socioeconomically disadvantaged, with recent data indicating a rise to over 83% in that area. Due to a district-wide nutrition program, 100% of students are eligible for free breakfast and lunch. A state preschool program for children ages 3 and 4 is onsite and available to income-qualifying families.

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

Our Professional Learning Community (PLC) atmosphere creates team building success for our staff to collaborate effectively and bring success through data-driven planning sessions. We are learning and growing with the addition of project-based learning, Outdoor Classroom, and differentiation in our WIN time.

School Vision

2022-23 School Overview

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

School Mission

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	75
Grade 2	85
Grade 3	85
Grade 4	71
Grade 5	75
Grade 6	66
Total Enrollment	542

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.6
Asian	0.4
Black or African American	6.3
Filipino	0.6
Hispanic or Latino	42.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.9
White	46.3
English Learners	7.2
Foster Youth	0.6
Homeless	2.2
Migrant	0.0
Socioeconomically Disadvantaged	75.5
Students with Disabilities	12.5

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)	24.80	100.00	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)	0.00	0.00	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	24.80	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	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	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.

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)	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.

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	Pearson Scott Foresman: World of Wonders-TK Program (year of adoption 2019) Cengage Learning: California REACH for Reading 2016	Yes	0
Mathematics	McGraw-Hill; My Math 2014 McGraw-Hill: World of Wonder (year of adoption 2020) McGraw-Hill: California Math CCSS Course 1 2014	Yes	0
Science	McGraw-Hill: World of Wonder (year of adoption 2020) 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) McGraw-Hill: World of Wonder (year of adoption: 2020)	Yes	0

School Facility Conditions and Planned Improvements

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. The facility has sufficient classroom, playground, and staff spaces. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and staff submit requests for unscheduled maintenance and special projects to the senior custodian; the senior custodian then evaluates each request and either assigns the project to site custodians or submits a work order to M&O for resolution. Most of Yucca Valley Elementary School's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists or third party vendors, depending upon the scope of the project. Emergency situations are immediately called in to M&O and resolved either by the school's custodial staff or district maintenance staff, based upon the nature of the situation.

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

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

San Bernardino County Williams Inspection Results

- On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Morongo Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The inspection by the County team was conducted on September 9, 2022. Results of the inspection and corrective action taken by the district are provided in the table below. No extreme deficiencies were found. The following good repair deficiencies were observed: Section 9. Sinks/Fountains Primary Playground: Sink/fountain fixture is loose (work order #2022-1998) Section 14. Playground/School Grounds Grounds: Seating and/or tables are broken, damaged or deteriorating (work order #2022-2000) Section 15. Windows/Doors/Gates/Fences Grounds: Sections of fence damaged or missing (work order #2022-1999) School Inspections-Yucca Valley Elementary School works closely with the Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent MUSD facilities inspection at Yucca Valley Elementary School took place on July 13, 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 2021-2022 school year, 100% of student restrooms were fully operational and available for use at all times. Inspector notes that the site is in overall good condition. The plan to address noted deficiencies is to complete work orders.

Deferred Maintenance

Morongo Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Completed projects include: Carpet and Flooring replacement at various rooms; Sewer Improvements. Planned improvements include: Carpet and flooring at various rooms. Adequacy: The site consists of 28 classrooms and there is a computer lab (students have 1:1 devices), a library, and English Language Development support room, Speech and School Psychologist offices, SEL Counselor, multipurpose room and several playground areas. All site facilities provide adequate space for our students and staff.

Year and month of the most recent FIT report

7/2022 MUSD & 9/22 Williams

School Facility Conditions and Planned Improvements

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		MPR Walls appear to have hazards from tears and holes, acoustic tiles have holes and base cove needed replacing. (WO 2022-650); rm 18 Ceiling tiles have holes (WO 2022-651 REPAIRED 11/22); rm 24 Exterior windowpane rotting (WO 2022-652); rm 29 Ceiling tiles have stains (WO 2022-654 REPAIRED 11/22); rm K2 Ceiling tiles have stains (WO 2022-655) Walls appear to have hazards from tears and holes (WO 2022-656); Rm 1 Ceiling tiles have stains (WO 2022-658 REPAIRED 11/22); rm 11 Ceiling tiles have stains (WO 2022-659 REPAIRED 11/22); rm 14 a leak is evident (WO 2022-661); rm 16 Ceiling tiles have holes. (WO 2022-662 REPAIRED 11/22); rm 2 Cabinet near sink has broken laminate (WO 2022-663); rm 3 Tack surface below window looks stained by water (WO 2022-664); rm 32 Ceiling tiles have stains (WO 2022-665 REPAIRED 11/22); rm 33 Countertop has cracks (WO 2022-666 REPAIRED 11/22); rm 34 Carpet has tape on it (WO 2022-667); rm 4 tack surface lifting under white board (WO 2022-668 REPAIRED 11/22); rm 8 ceiling tiles have stains. (WO 2022-669 REPAIRED 11/22);
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Primary Playground sink/fountain fixture is loose. (Work Order 2022-1998 REPAIRED 11/22); 30s restrooms faucets missing knobs or loose (WO 2022-646 REPAIRED 1/23); K1 toilet not flushing (WO 2022-671); wing 1 restrooms both sing faucets are loose or missing knobs (WO 2022-683); wing 3 restrooms Exhaust fan in girls' restroom is very loud (WO 2022-684 REPAIRED 11/22);
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Primary Playground: seating and/or tables or broken, damaged or deteriorating (Work Order 2022-2000 REPAIRED OR REMOVED 11/22); KG Playground Signs of drainage problems such as flooded areas eroded soil, water damage to asphalt, or clogged storm drain inlets. (WO 2022-649) Sections of fence damaged or missing. (WO 2022-1999 REPAIRED 11/22); Barrier near K3 needs to be repaired (WO 2022-647 REPAIRED 11/22); Secondary playground -Signs of drainage problems such as flooded areas, eroded soil, damaged asphalt, or clogged storm drains. (WO 2022-682);

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	29	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	20	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	292	289	98.97	1.03	28.72
Female	142	140	98.59	1.41	26.43
Male	150	149	99.33	0.67	30.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	24	96.00	4.00	29.17
Filipino	--	--	--	--	--
Hispanic or Latino	122	122	100.00	0.00	27.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	133	131	98.50	1.50	29.77
English Learners	21	21	100.00	0.00	4.76
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	238	236	99.16	0.84	27.97
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	26	25	96.15	3.85	4.00

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	292	289	98.97	1.03	20.07
Female	142	140	98.59	1.41	16.43
Male	150	149	99.33	0.67	23.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	24	96.00	4.00	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	122	122	100.00	0.00	19.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	133	131	98.50	1.50	22.14
English Learners	21	21	100.00	0.00	4.76
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	6.25
Military	--	--	--	--	--
Socioeconomically Disadvantaged	238	236	99.16	0.84	17.37
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	26	25	96.15	3.85	8.00

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	25	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	77	76	98.7	1.3	25
Female	39	38	97.44	2.56	18.42
Male	38	38	100	0	31.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	27	100	0	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	38	100	0	18.42
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100	0	24.19
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	100	100	100	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 Valley Elementary School's learning community by volunteering their time, attending the monthly parent participation activities, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, office, and library. Parents who wish to volunteer must obtain a fingerprint/background clearance and TB clearance.

Parent representatives are an integral part of the Site Based Management Committee, English Learner Advisory Council, and Family Faculty Association. Each of these groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment.

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

Back-to-School Night

Bingo Nights

Book Fairs

Parent Education Workshops

Spring Carnival

Red Ribbon Week

Student Performances, as offered

Student Recognition Ceremonies, as offered

Track Team

National Elementary Honor Society Events

LCAP / Title 1 Informational Meetings

School News

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

School newsletters

Teacher newsletters

Bloomz

2022-23 Opportunities for Parental Involvement

Flyers and letters
 School website
 School marquee
 Social media - Facebook
 Emails and phone calls

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	626	589	172	29.2
Female	300	282	79	28.0
Male	326	307	93	30.3
American Indian or Alaska Native	6	6	5	83.3
Asian	3	2	0	0.0
Black or African American	47	42	16	38.1
Filipino	4	3	1	33.3
Hispanic or Latino	266	255	76	29.8
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	14	11	2	18.2
White	277	262	69	26.3
English Learners	45	45	15	33.3
Foster Youth	13	8	2	25.0
Homeless	40	30	22	73.3
Socioeconomically Disadvantaged	505	475	147	30.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	79	25	31.6

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	2.91	6.59	2.45
Expulsions	0.14	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	0.15	2.88	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	2.88	0.00
Female	1.33	0.00
Male	4.29	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.38	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	3.25	0.00
English Learners	2.22	0.00
Foster Youth	7.69	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.97	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.25	0.00

2022-23 School Safety Plan

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Yucca Valley Elementary School in collaboration with local municipal agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current school safety plan was reviewed, updated, and approved December 12, 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	38		5	1
1	39		4	1
2	30	1	3	1
3	39		3	1
4	46		2	1
5	46		2	1
6	38	1	3	1
Other	21	2	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	31	2	3	1
1	37	1	3	1
2	34	2	2	1
3	37		3	1
4	42		3	1
5	36		3	1
6	37	1	2	1
Other	7	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	21	5	2	1
1	25	2	3	1
2	8	8	3	
3	21	4	3	1
4	20	4	2	1
5	30	2	2	1
6	22	3	2	1
Other	82			1

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	542

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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

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	6,297.66	847.96	5,449.70	71,150.30
District	N/A	N/A	8604.26	\$81,439
Percent Difference - School Site and District	N/A	N/A	-44.9	-13.5
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-19.0	-15.5

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:

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

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