

# Dunlap Elementary School

32870 Avenue E • Yucaipa, CA 92399 • (909) 797-5171 • Grades K-5

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Yucaipa-Calimesa Joint Unified School District**

12797 Third Street  
Yucaipa, CA 92399  
(909) 797-0174  
www.yucaipaschools.com

#### **District Governing Board**

Jane Smith  
Patricia Ingram  
Chuck Christie, Ph.D.  
Jim Taylor  
Sharon Bannister

#### **District Administration**

Cali Binks  
**Superintendent**  
Eric Vreeman, Ed.D.  
**Assistant Superintendent  
Educational Services**

George Velarde  
**Assistant Superintendent  
Business Services**

Sherri Black  
**Assistant Superintendent  
Human Resources**

### **PRINCIPAL'S MESSAGE**

Dunlap Elementary School is a learning community dedicated to providing multiple opportunities for children to be successful in a positive, caring, and academic environment. Assemblies, student productions, a library and computer lab, educational field trips, physical education and music enrich our instructional program throughout the year. Our support programs include before and after school programs, a Title I reading teacher, Response to Intervention time, and math intervention groups. Dunlap Elementary School parents are very supportive and actively involved. Our PTA and a network of classroom volunteers help to make a difference in the life of each Dunlap student. Dunlap Elementary School's motto is "Whatever it Takes!"

At Dunlap, the Single Plan for Student Achievement is designed to raise the academic performance of students, improve the school's educational program, and account for the expenditures of site categorical funding. A successful educational program means all students are mastering content standards and that academic performance targets are being met. Achievement of these goals is dependent upon a school culture where school site goals are aligned with local, state, and federal student performance goals. There is a commitment to focus on the academic success of each child and no excuses are given to justify student failure. Dunlap is a school where funds are targeted for expenditures that will increase student achievement. Professional development and collaboration are valued components of these targeted funds. Teachers and administration meet to analyze and discuss student assessment data, best practices, instructional focus and intervention. Our instructional staff uses a district-adopted curriculum by applying research-based instructional practices to thoughtfully prepare students for standards based assessments.

### **DISTRICT AND SCHOOL PROFILE**

Located in San Bernardino County, nestled at the base of the San Bernardino Mountains, the Yucaipa-Calimesa Joint Unified School District educates approximately 9,000 transitional kindergarten through twelfth grade students from the diverse suburban communities of Yucaipa and Calimesa. The district is proud of its long tradition of academic excellence. The district is comprised of six elementary schools (Grades TK-5); one dependent charter school (Grades K-8); two middle schools (Grades 6-8); one comprehensive high school campus (Grades 9-12); a community day school (Grades 7-12); an independent study program called PEP and PEP+ (Grades K-12); a continuation high school (Grades 9-12); a special education success program (Grades K-12) including a preschool program; and an adult education program. The Yucaipa-Calimesa Joint Unified School District is dedicated to educational excellence and the continuous academic growth of all students.

Dunlap Elementary School first opened its door for students in September of 1953. Dunlap Elementary is a clean, safe, neighborhood school that serves approximately 415 pupils from transitional kindergarten to fifth grade. Approximately 83% of Dunlap students receive benefits from the Free and Reduced Lunch Program. Dunlap Elementary is a school wide Title I school.

### **MISSION STATEMENT**

Our mission statement is to do whatever it takes! We have a staff that is committed to doing whatever it takes to help students learn. Our three encompassing goals are: 1) to increase student achievement; 2) to increase family and community involvement; and 3) to promote a positive school climate. These three goals simplify the purpose of our school.

A Message from the SuperintendentDear Yucaipa-Calimesa Community, Parents and StudentsYCUUSD is honored to serve students in two wonderful communities. We as a team continue to prepare our students to be successful in the 21st century. We work collaboratively with community partners, businesses and colleges to provide the best possible education for each and every student. The district employs high quality employees, who care for student well-being as well as academics. We strive to provide high quality services and programs in a safe environment.As you become a partner of the YCUUSD, please take the opportunity to be involved. It is our desire to work hand in hand with parents to support our children. The best way to get involved is to start at the school site. Our principals can help guide you to the many opportunities that exist. No amount of involvement is too small! We also offer classes for parents that will help you and your child in their educational journey.The role of educating children in our two communities is taken very seriously and we appreciate your trust. My goal, as your Superintendent, is to ensure that high quality instruction is delivered daily, our campuses are secure and well maintained, money is spent wisely, and students graduate from Yucaipa High School prepared to be successful!The 2015-2016 school year is the opportunity to work with you in supporting education of our children. Please do not hesitate to contact your principal or the district office if you have questions about the district or how to become involved.

### About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (909) 797-5171 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	105
Grade 1	68
Grade 2	63
Grade 3	61
Grade 4	44
Grade 5	57
<b>Total Enrollment</b>	<b>398</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.8
Asian	1
Filipino	0.5
Hispanic or Latino	66.1
White	30.7
Two or More Races	0.3
Socioeconomically Disadvantaged	86.2
English Learners	26.9
Students with Disabilities	12.3
Foster Youth	2

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Dunlap Elementary School	13-14	14-15	15-16
With Full Credential	21	21	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Yucaipa-Calimesa Joint Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	401
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Dunlap Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The Yucaipa-Calimesa Joint Unified School District sets a high priority to ensure that sufficient and current textbooks and materials are available to support each school's instructional program. The district went through an evaluation conducted in September 23, 2014, and has sufficient and good quality textbooks, instructional materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including Special Education and English Learner students, get their own individual textbooks in core subjects. These textbooks are for use in the classroom and/or to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks.

For grades K-8, instructional materials in all subjects were selected from the state's most recent list of standards-based materials. Instructional materials in grades 9-12 were approved by the 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.

Dunlap Elementary School has a library/media center that is visited by students on a regular basis. A computer resource assistant staffs the computer lab. It has 36 Internet-connected student workstations. Dunlap has purchased Accelerated Reader, a computer-based literacy program that tracks and monitors student progress in reading. The library offers a growing selection of Accelerated Reader books that are identified for various reading levels. Additional software programs available to staff and students include Microsoft Works Suite, Microsoft PowerPoint and a variety of age-appropriate programs for building reading and mathematical skills. The school has purchased additional programs that align with state content standards such as Orchard, Learning.Com and Key Skills. Students are also encouraged to visit the Yucaipa Public Library for additional research materials and Internet use.

The following chart shows the most recent textbook adoptions at Dunlap Elementary.

Textbooks and Instructional Materials Year and month in which data were collected: October 23, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Treasures, MacMillan/McGraw Hill (Adopted 2009)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Math, Houghton-Mifflin (Adopted in 2008)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Science, MacMillan/McGraw Hill (Adopted in 2008)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Vistas, MacMillan/McGraw Hill (Adopted in 2007)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### FACILITIES AND MAINTENANCE

Dunlap Elementary School provides a safe, clean environment for students, staff, and volunteers. The school facilities are well maintained and provide adequate space for students and staff. The school opened in 1953 and currently includes a library, cafeteria, staff lounge, sixteen permanent classrooms, fourteen portable classrooms, and three playgrounds. The school facilities encompass 34,000 square feet on 9 acres.

The following table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

## MAINTENANCE AND REPAIR

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. The district uses a work order process to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

## CLEANING PROCESS AND SCHEDULE

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff of two to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/16/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Portable restroom: Boys restroom interior paint needs touch up Portable room 22: 2 stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		A bldg. room 2: 1 light out A bldg. Staff Workroom: 1 light out D bldg. Girl's restroom: 2 lights out, right sink sensor not working Portable room 17: 1 light out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			D bldg. Girl's restroom: 2 lights out, right sink sensor not working E bldg. room 5: Sink dirty
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	28	45	44
Math	23	31	33

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	41	39	30	65	69	64	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.00	8.50	50.80

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	64
All Student at the School	30
Male	33
Female	26
Black or African American	--
Hispanic or Latino	23
White	54
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	29
Foster Youth	--

\* Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	54	54	100.0	26	33	26	15
	4	42	42	100.0	45	26	29	0
	5	59	59	100.0	36	47	15	2
Male	3	54	27	50.0	33	33	22	11
	4	42	21	50.0	52	29	19	0
	5	59	27	45.8	33	52	15	0
Female	3	54	27	50.0	19	33	30	19
	4	42	21	50.0	38	24	38	0
	5	59	32	54.2	38	44	16	3
Black or African American	3	54	1	1.9	--	--	--	--
	5	59	1	1.7	--	--	--	--
American Indian or Alaska Native	3	54	1	1.9	--	--	--	--
Filipino	4	42	1	2.4	--	--	--	--
Hispanic or Latino	3	54	39	72.2	33	31	26	10
	4	42	29	69.0	48	28	24	0
	5	59	43	72.9	35	49	14	2
White	3	54	13	24.1	8	31	31	31
	4	42	12	28.6	42	25	33	0
	5	59	15	25.4	40	40	20	0

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3	54	48	88.9	29	33	25	13
	4	42	40	95.2	43	28	30	0
	5	59	56	94.9	36	48	14	2
English Learners	3	54	14	25.9	50	7	43	0
	4	42	13	31.0	54	31	15	0
	5	59	12	20.3	50	42	8	0
Students with Disabilities	3	54	6	11.1	--	--	--	--
	4	42	6	14.3	--	--	--	--
	5	59	10	16.9	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	54	54	100.0	30	33	28	9
	4	42	42	100.0	29	52	14	5
	5	59	59	100.0	59	29	12	0
Male	3	54	27	50.0	33	33	22	11
	4	42	21	50.0	24	57	10	10
	5	59	27	45.8	56	33	11	0
Female	3	54	27	50.0	26	33	33	7
	4	42	21	50.0	33	48	19	0
	5	59	32	54.2	63	25	13	0
Black or African American	3	54	1	1.9	--	--	--	--
	5	59	1	1.7	--	--	--	--
American Indian or Alaska Native	3	54	1	1.9	--	--	--	--
Filipino	4	42	1	2.4	--	--	--	--
Hispanic or Latino	3	54	39	72.2	33	38	18	10
	4	42	29	69.0	41	45	14	0
	5	59	43	72.9	63	26	12	0

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3	54	13	24.1	15	15	62	8
	4	42	12	28.6	0	75	8	17
	5	59	15	25.4	47	40	13	0
Socioeconomically Disadvantaged	3	54	48	88.9	33	33	25	8
	4	42	40	95.2	30	50	15	5
	5	59	56	94.9	61	29	11	0
English Learners	3	54	14	25.9	43	36	14	7
	4	42	13	31.0	38	62	0	0
	5	59	12	20.3	83	17	0	0
Students with Disabilities	3	54	6	11.1	--	--	--	--
	4	42	6	14.3	--	--	--	--
	5	59	10	16.9	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement

Dunlap Elementary School is committed to being family friendly and to working in partnership with families to help all of our students learn. Dunlap Elementary School encourages families to be involved in our community through academic support at home, parent support through volunteering at DES, support of student-centered family atmosphere, and parent support on committees (PTA, SSC, ELAC, etc.).

As a family friendly community, our school will provide the following:

##### A Welcoming Environment

- Friendly signs welcome visitors and explain how to get around the campus.
- Standards of welcoming behavior apply to all staff, including the front office staff, Yard Duty Aides, custodians and food service.
- Visitors and callers are greeted politely and provided with information easily.

##### Programs and Activities

- Current student work is displayed throughout the classrooms and school so that visitors can understand the purpose of the work and the high standards to be met.
- Programs and activities promote high standards and help families understand what their children are learning.
- The school reports to parents about student progress and, as needed, how teachers, parents, and community members can work together to make improvements.

##### Strong Relationships

- The principal has an open door policy with everyone in the school community.
- Bilingual speakers are available to help families.
- Items sent home are translated into Spanish.
- Teachers and families can meet face-to-face and get to know each other through parent-teacher conferences and before and after school meetings.

##### Opportunities for Families

- Families can become involved in school planning by being members of the School Site Council (SSC), English Learners Advisory Committee (ELAC), and/or the Parent-Teacher Association (PTA).



- These committees reflect the diversity of the school community and actively recruit and welcome all families.

Professional Development

- Teachers learn about successful approaches to working with students of diverse cultural backgrounds.

**State Priority: School Climate**

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

**School Safety Plan**

Dunlap Elementary School is a closed campus. During school hours the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and to wear a visitor badge during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify staff ahead of time. Yard duty aides, the principal, and teachers supervise students and monitor the campus during lunch, breaks, and before and after school.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees to and from school; safe and orderly school environment; and school rules and procedures.

The Comprehensive School Safety Plan is revised annually before the beginning of the school year. The plan is updated to include new staff, update comprehensive fire and earthquake drill details, lockdown drills and other disaster plan details. The plan is a document that can be altered as needed through feedback from monthly safety walks with our custodian. Staff is also available to provide input during our bi-monthly staff meetings and through a custodial binder for safety requests. The components of the plan include:

- Assessment of School Crime
- Child Abuse Reporting Procedures
- Emergency Preparedness and Crisis Response Plan
- Policies Relating to Suspension/Expulsion
- Teacher Notification Procedures
- Sexual Harassment Policy
- School-Wide Dress Code
- Safe Ingress and Egress To and From School
- Safe and Orderly School Environment
- School Rules
- Site Meeting Record and S.A.R.C.
- The Injury and Illness Prevention Program (IIPP)

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.83	1.15	1.58
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.40	4.04	2.86
Expulsions Rate	0.03	0.11	0.16
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	23	25	23	1		1	3	5	4			
1	28	18	25		1		1	2	2			
2	26	27	20			1	2	2	2			
3	25	28	18			3	2	2				
4	29	29	35				2	2				1
5	31	33	32				1		1		1	1
6	30	32					2	2				
Other	17	9	9	2	2	2	1					

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.60
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.25
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
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.

### Professional Development provided for Teachers

The district offers staff development annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics are developed through needs identified by staff surveys and current research. In 2013-14, the district offered 127 opportunities for staff development.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,359	\$42,315
Mid-Range Teacher Salary	\$71,187	\$66,451
Highest Teacher Salary	\$90,880	\$85,603
Average Principal Salary (ES)	\$114,366	\$105,079
Average Principal Salary (MS)	\$120,547	\$111,005
Average Principal Salary (HS)	\$127,653	\$121,310
Superintendent Salary	\$193,800	\$189,899
Percent of District Budget		
Teacher Salaries	40%	39%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

In addition to the State General Fund, Yucaipa-Calimesa Joint Unified School District receives Federal and State categorical funding for special programs. For the 2013-2014 school year, the district received Federal and State aid for categorical, special education, and other support programs including:

Title I-A and I-D  
 Title II-A  
 Title III LEP  
 Title III A Immigrant  
 Perkins Grant  
 ASES Grant  
 LCAP

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

### 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6189	1231	4958	71958
District	♦	♦	6050	\$74,535
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-18.0	-1.5
Percent Difference: School Site/ State			5.7	6.2

\* Cells with ♦ do not require data.