



Valley Elementary School

12333 Eighth Street • Yucaipa, CA 92399 • (909) 797-1125 • 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

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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

Valley Elementary School, recognized by the California Department of Education as a 2008 California Distinguished School, is committed to providing the best possible educational program and learning environment for each student in partnership with parents and the community. The teaching and support staff are highly qualified, experienced, and personally committed to supporting students' academic, social, and emotional development. The Viking Values of Responsibility, Cooperation, Respect, Kindness, Honesty, and Perseverance are modeled, encouraged and recognized. At Friday Flag school-wide assemblies, the school celebrates accomplishments and school spirit. Communication and safety are high priorities. The district and school websites, as well as classroom webpages, provide valuable information, resources, and links to support students and their families.

Valley Elementary provides an engaging and supportive learning environment utilizing comprehensive curriculum, quality standards-based and meaningful learning goals, effective instructional and professional practices, targeted interventions and academic support, technology, assessments to guide instruction for student learning, regular monitoring of student progress, and ongoing collaboration and professional development. Schedules provide large blocks of instructional time and allow for structured Differentiated Instruction Time (SIT) in literacy and ELA intervention for grades K-5 and small group/individualized interventions. Students receive differentiated instruction within the class. The Response to Intervention (RtI) process which includes universal/targeted screenings and Tiers 1, 2, and 3 interventions is implemented in grades K-5. Valley also has a Transitional Kindergarten class. Additional small group and/or individualized support/intervention is provided to students who are at-risk of not meeting standards both within and beyond the school day. In addition, students have access to the library and computer lab/technology resources during non-instructional times and/or after school. The Student Intervention Team (SIT) process is in place to address students who are not making adequate progress. Furthermore, an Elementary School Counselor, on-site one day a week, provides social skills/small group support for students. Schedules also allow common prep times and Collaboration minimum days so grade level teachers can regularly collaborate about student learning, instructional practices, and on-going professional development including implementation of the Common Core State Standards, curriculum, and instruction. In order to better support student learning and students' 21st Century Skills, classrooms are equipped with interactive technology and increased resources/use of technology in instruction, and the school has both a traditional computer lab and a tablet lab. Valley continues to develop as a professional learning community focused on learning.

Valley's PTA, parent community, and several community partnerships support the activities of the school and share the commitment to supporting student success through volunteering in the classrooms and library, making donations, and supporting student activities. These activities include assemblies, social events, and, in conjunction with ASB, grade level standards-based field trips and experiences. In addition, opportunities for increased parent involvement/input in establishing priorities for district/school priorities/goals have been provided. It is a privilege to be part of such a caring learning community of staff, students, parents/guardians, and community members. Valley is indeed a great place to learn!

MISSION STATEMENT

As a learning community, Valley Elementary School is committed to ensure that all students develop the skills and knowledge to be successful.

SUPPORTING OUR VISION:

1. We are a collaborative community of students, staff, and families that supports and recognizes efforts and successes in an environment of respect.
2. Our academic focus is standards based, guided by data, and supported by research, resources, and best practices.

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 educated 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 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. Yucaipa-Calimesa Joint Unified School District is dedicated to educational excellence and the continuous academic growth of all students.

Valley Elementary School, which opened in 1966, served 460 students in grades Transitional Kindergarten through fifth on a traditional calendar in 2014-15. Valley is designated as a Title I-Schoolwide school currently in Program Improvement.

A Message from the Superintendent

Dear Yucaipa-Calimesa Community, Parents and Students

YCJUSD 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 YCJUSD, 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) 797-1125 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	72
Grade 1	72
Grade 2	67
Grade 3	70
Grade 4	89
Grade 5	87
Total Enrollment	457

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.4
Asian	0.2
Filipino	0.4
Hispanic or Latino	58.2
Native Hawaiian or Pacific Islander	0.2
White	39.6
Socioeconomically Disadvantaged	80.3
English Learners	25.6
Students with Disabilities	13.8
Foster Youth	1.5

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			
Valley Elementary School	13-14	14-15	15-16
With Full Credential	22	21	21
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			
Valley 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 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 on 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 Learners, 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.

Valley Elementary School has an outstanding library that is staffed by a part-time library/media technician that actively supports student learning by providing access to resources to staff, students, and parents. The library's collection has a variety of both fiction/popular and non-fiction/reference books that are available for student check out, as well as some Spanish books. Professional literature and supplemental materials for staff and parenting resources for parents are available for adult check-out. Computer stations with internet access are available in the library for both student and parent use during library hours. Students visit the library with their classes regularly and have other opportunities to access the library and its resources. The library often "hosts" special activities that encourage student reading, research, and learning. For additional research materials and Internet availability, students are encouraged to visit the Yucaipa Branch Library.

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

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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Math, Houghton-Mifflin (Adopted in 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Science, MacMillan/McGraw Hill (Adopted in 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

FACILITIES MAINTENANCE

Valley 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 1966 and was recently modernized with new data/telephone networking, exterior painting, a computer lab and increased handicap accessibility. The facilities currently include a library, multipurpose room, staff lounge, 18 permanent classrooms, 14 portable classrooms, and two playgrounds. In 2002 a new multipurpose room was built. The school facilities encompass 45,000 square feet on 8.5 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: 10/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Office: office areas not ballanced- some hot some cold
Interior: Interior Surfaces	X			Room 22: ceiling tile stained
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Room 30: 2 lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 10: sink stained
Safety: Fire Safety, Hazardous Materials	X			MPR: fire extinguisher monthly inspection not done
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		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	22	45	44
Math	13	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	27	38	39	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	17.90	35.70	21.40

* 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	39
Male	42
Female	36
Black or African American	--
Asian	--
Hispanic or Latino	36
Native Hawaiian or Pacific	--
White	50
Socioeconomically Disadvantaged	--
English Learners	20
Students with Disabilities	30
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	72	71	98.6	48	32	17	3
	4	91	89	97.8	65	17	11	7
	5	90	88	97.8	44	27	23	6
Male	3	72	45	62.5	58	29	13	0
	4	91	50	54.9	68	12	10	10
	5	90	53	58.9	47	23	26	4
Female	3	72	26	36.1	31	38	23	8
	4	91	39	42.9	62	23	13	3
	5	90	35	38.9	40	34	17	9
Black or African American	5	90	1	1.1	--	--	--	--
Asian	5	90	1	1.1	--	--	--	--
Filipino	4	91	1	1.1	--	--	--	--

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
Hispanic or Latino	3	72	47	65.3	51	34	13	2
	4	91	52	57.1	73	12	10	6
	5	90	49	54.4	43	33	20	4
Native Hawaiian or Pacific Islander	5	90	2	2.2	--	--	--	--
White	3	72	24	33.3	42	29	25	4
	4	91	36	39.6	56	25	11	8
	5	90	35	38.9	46	23	23	9
Socioeconomically Disadvantaged	3	72	60	83.3	47	32	18	3
	4	91	67	73.6	73	15	6	6
	5	90	64	71.1	50	28	17	5
English Learners	3	72	21	29.2	48	29	19	5
	4	91	23	25.3	87	9	4	0
	5	90	23	25.6	70	17	13	0
Students with Disabilities	3	72	11	15.3	82	18	0	0
	4	91	18	19.8	100	0	0	0
	5	90	20	22.2	80	15	5	0
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	72	72	100.0	35	40	19	4
	4	91	90	98.9	63	28	8	1
	5	90	87	96.7	72	20	8	0
Male	3	72	46	63.9	37	41	17	2
	4	91	51	56.0	59	25	14	2
	5	90	53	58.9	68	23	9	0
Female	3	72	26	36.1	31	38	23	8
	4	91	39	42.9	69	31	0	0
	5	90	34	37.8	79	15	6	0
Black or African American	5	90	1	1.1	--	--	--	--

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
Asian	5	90	1	1.1	--	--	--	--
Filipino	4	91	1	1.1	--	--	--	--
Hispanic or Latino	3	72	47	65.3	38	45	15	2
	4	91	52	57.1	73	21	4	2
	5	90	50	55.6	78	22	0	0
Native Hawaiian or Pacific Islander	5	90	2	2.2	--	--	--	--
White	3	72	25	34.7	28	32	28	8
	4	91	37	40.7	51	35	14	0
	5	90	33	36.7	67	15	18	0
Socioeconomically Disadvantaged	3	72	61	84.7	36	39	18	5
	4	91	67	73.6	75	16	7	1
	5	90	63	70.0	76	19	5	0
English Learners	3	72	21	29.2	43	43	10	5
	4	91	23	25.3	83	17	0	0
	5	90	24	26.7	96	4	0	0
Students with Disabilities	3	72	11	15.3	82	18	0	0
	4	91	18	19.8	94	6	0	0
	5	90	20	22.2	95	5	0	0
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

Parents and the community are very supportive of the education program at Valley Elementary School. The PTA has made generous contributions of time and money to numerous programs and activities such as the Book Fair, grade level field trips and experiences, assemblies, Red Ribbon Week activities, the fall carnival, Family Movie Nights, and a holiday boutique. Valley Elementary School is grateful for the many hours contributed by our parent volunteers. Other donations have been made by individuals, service clubs, local businesses, and other organizations.

Parents are encouraged to be involved in their child's education by being an active partner with the school regarding their student's education, volunteering in the classroom, serving on school/district committees, as well as attending schoolwide events such as Family Fun Night, Book Fair, Back-to-School Night, Title I Parent Night, ELAC parent meetings, Storytime in the library, and other school events. Both the district and school have provided increased opportunities for parent input/involvement in establishing district/school priorities/goals. Parents are kept informed of school activities through the "Viking Voice", event-specific flyers, the school marquee, the "Blackboard Connect" calling system, school and district websites, individual classroom web-pages, and numerous open committee meetings. Parents/guardians who wish to volunteer or participate in Valley Elementary School's committees and school activities may call the school office at (909) 797-1125.

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

Valley Elementary School is committed to providing a safe learning/working environment. During school hours the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and 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 must notify the staff ahead of time and, if volunteering with students, follow district/board guidelines/procedures. During lunch, breaks, and before and after school, yard duty aides, the Principal, teachers, and staff supervise students and monitor the campus.

The Comprehensive School Safety Plan provides students and staff a means of ensuring a safe and orderly learning environment including requirements of SB 187: such as 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 school evaluates and updates the plan annually. Safety procedures, including elements of the School Safety Plan, are reviewed annually with school staff at the beginning of each school year and at monthly Safety Committee meetings. District safety personnel and committee meetings provide additional support to the school. In addition, the district and school have a positive partnership with the City of Yucaipa and the Yucaipa Sheriff's Department through School-Police liaison meetings, Operation CleanSweep program, and the district's School Resource Officer.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	5.05	1.85	3.04
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
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
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	24	26	24				4	3	3			
1	28	28	23				3	2	3			
2	28	27	22				3	3	3			
3	28	26	23				4	4	3			
4	31	24	32		1		2	2	2			
5	31	32	19			3	3	3	1			2
6	22	20		2	2			2		2		
Other	6			1								

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.

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.

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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5463	712	4751	75995
District	◆	◆	6050	\$74,535
State	◆	◆	\$5,348	\$69,257
Percent Difference: School Site/District			-21.5	4.0
Percent Difference: School Site/ State			1.3	12.1

* Cells with ◆ do not require data.

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.