

# Wildwood Elementary School

35972 Susan Street • Yucaipa, CA 92399 • (909) 790-8521 • Grades K-5

Lucia Hudec, Principal

lucia\_hudec@ycjusd.us

## 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](http://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**

Welcome to Wildwood Elementary School. This report will provide you, parents/guardians, and community members with information about our school's achievements, resources, students, and staff. Since home and school unity and cooperation are keys to school success, we hope that you will gain a better understanding of our community school through the information provided. We encourage all community members to visit and become familiar with our wonderful and unique school.

Wildwood Elementary School has a long-standing tradition of excellence. Our school went through a rigorous application and validation process with the California Department of Education and was named a California Distinguished School in May 2012. We will continue to explore new educational ideas and trends to improve our effectiveness with children. We will sustain an academic program that is competitive in our county and beyond. This means expanding program activities before, during, and after school, and continuing our reputation as a full-service community school within fiscal means. We are teaching the Common Core State Standards in English/language arts and Math and will be teaching Next Generation Science Standards once trained.

### **SCHOOL MISSION STATEMENT**

As a community of learners, we at Wildwood Elementary School serve and appreciate all of our students and their unique academic, physical, social, and emotional needs, providing them the opportunity to succeed at their highest potential.

### **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 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.

Wildwood Elementary School, which operates on a traditional calendar, educates students in grades transitional kindergarten through five. The school opened in 2001, and served about 720 students in 2014-2015.

## 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) 790-8521 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	120
Grade 1	103
Grade 2	112
Grade 3	111
Grade 4	127
Grade 5	118
<b>Total Enrollment</b>	<b>691</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
Asian	0.3
Filipino	0.4
Hispanic or Latino	37.2
Native Hawaiian or Pacific Islander	0.4
White	59.6
Two or More Races	0.1
Socioeconomically Disadvantaged	56
English Learners	9.1
Students with Disabilities	7.1
Foster Youth	0.6

### 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			
Wildwood Elementary School	13-14	14-15	15-16
With Full Credential	28	30	31
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			
Wildwood 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 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 and adjusted as required by the California Department of Education.

Wildwood Elementary School students visit the library on a bi-weekly basis. The library offers a varied selection of Accelerated Reader books that are identified for various reading levels. Upper-grade students write a Country Report in Social Studies using Power Point software and all grade 1-6 students can take their Accelerated Reader comprehension tests either in the library computer lab or in the classroom.

The following chart shows the most recent textbook adoptions at Wildwood 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 in 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

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
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 MAINTENANCE

Wildwood 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 2001 and has a modern data network, including Internet in every classroom and a small wireless network in the library building. The school facilities encompass 48,000 square feet on 9.5 acres, and currently include a library, multipurpose room, staff lounge, 33 permanent classrooms, and two playgrounds.

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 bathrooms 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 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: 10/12/2015				
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			Computer Lab: formica trim on computer table missing MPR Girls Restroom: some trash on floor from student use
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			MPR: two lights out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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	44	45	44
Math	32	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	67	75	74	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	9.90	20.70	52.10

\* 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	74
Male	84
Female	66
Black or African American	--
Filipino	--
Hispanic or Latino	65
White	79
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	61
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	106	105	99.1	26	38	23	13
	4	123	121	98.4	29	27	27	16
	5	124	121	97.6	25	22	40	12
Male	3	106	61	57.5	33	33	20	15
	4	123	62	50.4	35	29	24	10
	5	124	58	46.8	24	31	38	7
Female	3	106	44	41.5	16	45	27	11
	4	123	59	48.0	22	25	31	22
	5	124	63	50.8	25	14	43	17
Black or African American	3	106	2	1.9	--	--	--	--
	4	123	1	0.8	--	--	--	--
	5	124	1	0.8	--	--	--	--
Asian	4	123	1	0.8	--	--	--	--

**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
<b>Filipino</b>	5	124	1	0.8	--	--	--	--
<b>Hispanic or Latino</b>	3	106	42	39.6	40	36	17	7
	4	123	54	43.9	37	17	31	13
	5	124	51	41.1	33	22	35	10
<b>Native Hawaiian or Pacific Islander</b>	4	123	1	0.8	--	--	--	--
<b>White</b>	3	106	61	57.5	16	39	28	16
	4	123	64	52.0	22	38	25	16
	5	124	68	54.8	19	24	44	13
<b>Two or More Races</b>	5	124	0	0.0	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	106	64	60.4	28	39	22	11
	4	123	64	52.0	41	23	28	8
	5	124	64	51.6	41	17	36	6
<b>English Learners</b>	3	106	15	14.2	47	47	7	0
	4	123	13	10.6	62	8	31	0
	5	124	11	8.9	73	18	9	0
<b>Students with Disabilities</b>	3	106	9	8.5	--	--	--	--
	4	123	9	7.3	--	--	--	--
	5	124	16	12.9	75	25	0	0
<b>Foster Youth</b>	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
<b>All Students</b>	3	106	105	99.1	30	38	27	6
	4	123	120	97.6	24	41	28	8
	5	124	122	98.4	35	37	22	6
<b>Male</b>	3	106	61	57.5	28	38	26	8
	4	123	61	49.6	26	36	30	8
	5	124	59	47.6	32	36	24	8

**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
Female	3	106	44	41.5	32	39	27	2
	4	123	59	48.0	22	46	25	7
	5	124	63	50.8	38	38	21	3
Black or African American	3	106	2	1.9	--	--	--	--
	4	123	1	0.8	--	--	--	--
	5	124	1	0.8	--	--	--	--
Asian	4	123	1	0.8	--	--	--	--
Filipino	5	124	1	0.8	--	--	--	--
Hispanic or Latino	3	106	42	39.6	48	33	17	2
	4	123	53	43.1	34	40	25	2
	5	124	51	41.1	47	25	24	4
Native Hawaiian or Pacific Islander	4	123	1	0.8	--	--	--	--
White	3	106	61	57.5	18	39	34	8
	4	123	64	52.0	17	42	31	9
	5	124	69	55.6	28	45	22	6
Two or More Races	5	124	0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3	106	64	60.4	33	41	22	5
	4	123	64	52.0	38	31	28	3
	5	124	64	51.6	50	28	17	5
English Learners	3	106	15	14.2	60	33	7	0
	4	123	13	10.6	54	23	23	0
	5	124	11	8.9	91	9	0	0
Students with Disabilities	3	106	9	8.5	--	--	--	--
	4	123	8	6.5	--	--	--	--
	5	124	16	12.9	81	19	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/guardians and the community at large are very supportive of the educational program at Wildwood Elementary School, and the school has been recognized at the national level for its high degree of parent involvement. The Parent-Teacher Association (PTA) has made generous contributions of time and money to numerous programs and activities. The PTA significantly contributed to Wildwood Elementary School being named a California Distinguished School in May 2012. Proceeds from the PTA-sponsored Book Fair enabled students at each grade level to participate in at least two field trips, two assemblies throughout the year, and helps to fund other enrichment programs for students such as prizes for Running Club and the Presidential Physical Fitness Awards. The PTA annually coordinates and runs the school Fall Festival and Carnival, Red Ribbon Week, Reflections Program, Book Fair family literacy nights, PTA Movie Nights, Grandparent's Day assembly, classroom help and volunteering, and assists with Common Core Family Math Nights, and much more. Wildwood also has many families participating in our English Language Advisory Group and School Site Council. The Wildwood Elementary School community is grateful for the many hours contributed by our parent/guardian volunteers.

Parents/guardians are encouraged to be involved in their child's education through volunteering in the classroom, as well as attending school-wide events such as Family Nights, semi-annual Book Fairs, Science Fair/Share Night, and various school assemblies and activities. Parents/guardians are kept informed of school activities through online school notifications and updates, online PTA and Principal's communications, a "Blackboard" phone calling system, written and electronic notes home, teacher webpages, and through regular updates at the school's website and on the marquee.

Parent/guardian/community volunteers who wish to volunteer or participate in Wildwood Elementary School's committees and/or school activities may call the school's office at (909) 790-8521. A Megan's Law clearance form is required in accordance with our District's Volunteer Policy.

### 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

Wildwood 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 wear a visitor badge during their stay. While visits by parents and community members are welcomed, anyone wishing to be on campus during school hours should notify the staff ahead of time and make proper arrangements. During lunch, breaks, and before and after school, yard duty aides, the principal, and teachers supervise students and monitor the campus. The Comprehensive School Safety Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997 and is updated annually.

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 school evaluates the safety plan annually and updates it as needed throughout the school year. The plan is updated annually to include new staff, update comprehensive fire and earthquake drill details, Lockdown Drills and other disasters types. Safety procedures, including elements of the School Safety Plan, are posted online in the Faculty Handbook and staff reviews this at the beginning of the school year and continuously throughout the year as appropriate.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.61	1.47	0.41
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
First Year of Program Improvement		2008-2009
Year in Program Improvement		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	27	26	24				3	5	5			
1	28	28	23				3	3	4			
2	28	27	22			1	3	4	4			
3	28	27	25				4	5	5			
4	35	32	34					2		3	1	3
5	34	32	28			1	1	3	1	2	1	3
6	26	23		1	1		1	2		1		
Other	28						1					

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.40
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	4978	378	4600	75982
District	♦	♦	6050	\$74,535
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-24.0	4.0
Percent Difference: School Site/ State			-1.9	12.1

\* Cells with ♦ do not require data.