

Wildwood Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Wildwood Elementary School
Street	35972 Susan Street
City, State, Zip	Yucaipa, CA 92399
Phone Number	(909) 790-8521
Principal	Susan Prady
Email Address	susan_prady@ycjUSD.us
Website	http://wes.yucaipaschools.com
County-District-School (CDS) Code	36-67959-6114177

Entity	Contact Information
District Name	Yucaipa-Calimesa Joint Unified School District
Phone Number	(909) 797-0174
Superintendent	Cali Binks
Email Address	cali_binks@ycjUSD.us
Website	www.yucaipaschools.com

School Description and Mission Statement (School Year 2019-20)

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 and were recently named a Positive Behavior Intervention Support (PBIS) Gold Level State of CA award winning school. 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 as well as teaching to the Next Generation Science Standards.

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 educates 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.

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. The school sites have a variety of clubs and programs to suit student interests and all our elementary schools have an after school care program. We strive to provide a wide variety of 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. We have the Family Learning Center which offers a host of classes that support parents in learning strategies to work with children in grades K-12. Please take an opportunity to view the website to learn more about the classes.

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!

This 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	106
Grade 1	104
Grade 2	97
Grade 3	124
Grade 4	127
Grade 5	121
Total Enrollment	679

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.6
Asian	0.7
Filipino	0.1
Hispanic or Latino	36.2
Native Hawaiian or Pacific Islander	0.1
White	59.5
Two or More Races	0.6
Socioeconomically Disadvantaged	53
English Learners	4.9
Students with Disabilities	14.7
Foster Youth	2.4
Homeless	11.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	30		
Without Full Credential	0	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

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 October 1, 2019, 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. The district determined that there are also sufficient visual and performing arts materials.

All students, including Special Education and English Learner students, have access to adopted instructional materials in core subjects. These materials 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.

Instructional materials in all subjects were approved by the Board of Education. Although the Board-adopted instructional materials in Mathematics are not on the State Board of Education list, the materials were recommended by an adoption committee of staff and community members following extensive research on the alignment of the materials to California State Content Standards and Frameworks, and a pilot of the materials to study their positive impact on the children we serve. The district has not yet adopted instructional materials in History-Social Science in the time since the State Board approved History-Social Science programs in November, 2017. The district is collaborating with community stakeholder groups to determine the most appropriate materials for implementing the state standards and framework in History-Social Science.

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: Reach for Reading, National Geographic/Cengage (Adopted 2017)	Yes	0
Mathematics	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012, from most recent adoption) K-5: Engage NY (Adopted in 2016, not from most recent adoption)	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Science, MacMillan/McGraw Hill (Adopted in 2008)	Yes	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)	No	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. A campus visitor monitoring system was added in 2018 to further improve security conditions.

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/02/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room E-2: Stained tile Room E-5: Stained tile Room G-1: Stained tile Room G-6: Stained tile Room H-5: Stained tile Room H-7: Stained tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room F-5: 2 lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room E-3: Loose faucet
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	53	52	52	52	50	50
Mathematics (grades 3-8 and 11)	42	41	39	41	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	370	369	99.73	0.27	52.03
Male	184	184	100.00	0.00	44.57
Female	186	185	99.46	0.54	59.46
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	136	136	100.00	0.00	41.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	213	212	99.53	0.47	59.91

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	206	206	100.00	0.00	40.78
English Learners	33	33	100.00	0.00	42.42
Students with Disabilities	66	65	98.48	1.52	24.62
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	41	41	100.00	0.00	39.02

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	370	369	99.73	0.27	40.65
Male	184	184	100.00	0.00	39.13
Female	186	185	99.46	0.54	42.16
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	136	136	100.00	0.00	33.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	213	212	99.53	0.47	46.70
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	206	206	100.00	0.00	29.61
English Learners	33	33	100.00	0.00	27.27
Students with Disabilities	66	65	98.48	1.52	16.92
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	41	41	100.00	0.00	29.27

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.0	19.8	43.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents/guardians and the community at large are very supportive of the educational program at Wildwood Elementary School, and the school was 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 and a State of CA Gold Level award winning Positive Behavior Intervention Support (PBIS) school recently. Proceeds from the PTA-sponsored Book Fair and other fundraisers have enabled students at each grade level to participate in two field trips, assemblies throughout the year, and also helps to fund other enrichment programs for students such as recognition for Running Club, attendance, PBIS, and Physical Fitness Awards. The PTA annually coordinates and runs a Fall School Gathering and Silent Auction, Red Ribbon Week, Book Fair family literacy nights with food trucks, various student clubs using volunteers and chaperones, classroom help and volunteering, and assists with Science Fair Nights, a site and district Science and Engineering Fair, and much more. Wildwood also has many families participating in our English Language Advisory Committee 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 and at the school site, as well as attending school-wide events such as Family Nights, semi-annual Book Fairs, Science Fair/Share Night, Movie Nights, music nights and performances 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, a Blackboard parent app for smartphones and on the electronic 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 and a chaperone field trip prior authorization form is needed to assist in this area as well.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.1	0.5	3.1	3.2	3.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 must be buzzed in, are required to then sign in, be verified as able to safely volunteer through the raptor Visitor Management System, and wear an issued visitor badge during their stay. While visits by parents and community members are welcomed, anyone wishing to be on campus before, during or after 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 as well as procedures. 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 through safety team meetings.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	4		21	2	4		21	2	3	
1	25		5		22		4		21	3	2	
2	24		5		23	1	5		22		4	
3	24		5		24		5		22	1	5	
4	32		2		25	1	1	2	34			3
5	28	1	2	2	29	1	2	1	29	1	1	3
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1697.5

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	3.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,628	472	6,156	86,263.00
District	N/A	N/A	6715	\$84,535.00
Percent Difference - School Site and District	N/A	N/A	-8.7	2.0
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-19.8	10.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to the State General Fund, Yucaipa-Calimesa Joint Unified School District receives Federal and State categorical funding for special programs. For the 2017-2018 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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,042	\$49,084
Mid-Range Teacher Salary	\$80,738	\$76,091
Highest Teacher Salary	\$103,074	\$95,728
Average Principal Salary (Elementary)	\$130,333	\$118,990
Average Principal Salary (Middle)	\$137,378	\$125,674
Average Principal Salary (High)	\$145,474	\$137,589
Superintendent Salary	\$216,526	\$230,096
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	170	141	95

The district offers staff development annually where administration, certificated staff and classified staff members are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, methodologies and various other areas. Staff development topics are developed through needs identified by staff surveys and current research. In 2016-17, the district offered 101 opportunities; in 2017-2018, the district offered 196 opportunities; in 2018-2019, the district is offering 105 opportunities for staff development, professional growth and trainings.