Dunlap 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	Dunlap Elementary School
Street	32870 Avenue E Yucaipa, CA 92399
City, State, Zip	Yucaipa, CA 92399
Phone Number	(909) 797-5171
Principal	Linda Moffatt
Email Address	linda_moffatt@ycjusd.us
Website	http://des.yucaipaschools.com
County-District-School (CDS) Code	36-67959-6037410

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

Dunlap Elementary School is a learning community dedicated to providing multiple opportunities for children to be successful in a positive, caring, and academic environment. As a Blended Learning site, Dunlap offers students lessons which are tailored to their specific learning levels. By supplementing with an online supplemental curriculum, staff provides individualized learning programs to students in kindergarten through fifth grades. Through this program, students work at personal learning goals. At Dunlap Elementary, students also participate in various enrichment activities to develop a well-rounded educational experience. During the course of the week, students engage in Physical Education and Science, Technology, Engineering, Art and Mathematics (STEAM) classes on top of their core curriculum. Outside of the regular school day, students have access to various extra-curricular activities such as gardening, art, robotics and foreign language classes. For those students who demonstrate the need for academic support, Dunlap offers an intervention program through a multi-tiered system of support. Those students who show the need participate in a reading intervention program taught by a reading intervention teacher. Each intervention program is monitored by a team of stakeholders (including parents) called a Student Intervention Team. The team monitors individual's data to ensure academic growth.

Family engagement is of focus at Dunlap. With the support of parents on School Site Council, Parent Teacher Association and English Learner Advisory Committee, students and staff are provided with opportunities to enjoy collaboration with our families. With events such as assemblies, family learning nights and various parent meetings, we engage with our families outside of the regular school day.

To promote a community of good citizenship throughout our campus, we employ the Positive Behavioral and Interventions and Supports. Our staff and students focus on our "5 Bes"- Be Respectful, Be Responsible, Be Safe, Be Here and Be Prepared. This system promotes positive behaviors as a means to correct inappropriate choices. Dunlap is a proud Silver Status PBIS School

We use School Plan for Student Achievement is designed to raise the academic performance of students, improve the school's educational program, prepare students for 21st century learning and account for the expenditures of site categorical funding. A successful educational program means all students are mastering content standards and that academic performance targets are being met. Achievement of these goals is dependent upon a school culture where school site goals are aligned with local, state, and federal student performance goals. There is a commitment to focus on the academic success of each child. Dunlap is a school where funds are targeted for expenditures that will increase student achievement. Professional development and collaboration are valued components of these targeted funds. Teachers and administration meet to analyze and discuss student assessment data, best practices, instructional focus and intervention. Our instructional staff uses a district-adopted curriculum by applying research-based instructional practices to thoughtfully prepare students for standards based assessments.

DISTRICT AND SCHOOL PROFILE

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

Dunlap Elementary School first opened its door for students in September of 1953. Dunlap Elementary is a clean, safe, neighborhood school that serves approximately 360 pupils from transitional kindergarten to fifth grade. Through a grant, 100% of Dunlap students receive benefits from the Free and Reduced Lunch Program. Dunlap Elementary is a school wide Title I school.

MISSION STATEMENT

"Preparing students to be successful adults"

VISION STATEMENT

To provide a safe, positive, caring environment where empathy, respect, and support create opportunities for exciting 21st Century Learning and Success in every child.

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	48
Grade 1	57
Grade 2	71
Grade 3	54
Grade 4	62
Grade 5	65
Total Enrollment	357

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.8
Asian	1.4
Filipino	0.6
Hispanic or Latino	65.8
White	29.1
Two or More Races	0.3
Socioeconomically Disadvantaged	82.1
English Learners	20.2
Students with Disabilities	18.5
Foster Youth	1.1
Homeless	2.5

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	20		
Without Full Credential	0	0		
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 2018

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.

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

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

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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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
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 AND MAINTENANCE
Dunlap Elementary School provides a safe, clean environment for students, staff, and volunteers. The school facilities are well maintained and provide adequate space for students and staff. The school opened in 1953 and currently includes a library, cafeteria, staff lounge, sixteen permanent classrooms, fourteen portable classrooms, and three playgrounds. The school facilities encompass 34,000 square feet on 9 acres. 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 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)

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: 10/11/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	D Bldg. Girls' Restroom: 2 lights out Room 16: Smoke detector loose Room 23: 1 light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 19: Office area missing latch plate
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)	42	33	52	52	50	50
Mathematics (grades 3-8 and 11)	39	35	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	174	174	100.00	0.00	33.33
Male	102	102	100.00	0.00	32.35
Female	72	72	100.00	0.00	34.72
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	132	132	100.00	0.00	30.30
Native Hawaiian or Pacific Islander					
White	38	38	100.00	0.00	44.74

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	148	148	100.00	0.00	29.05
English Learners	57	57	100.00	0.00	35.09
Students with Disabilities	38	38	100.00	0.00	7.89
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	174	172	98.85	1.15	34.50
Male	102	101	99.02	0.98	32.00
Female	72	71	98.61	1.39	38.03
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	132	130	98.48	1.52	31.54
Native Hawaiian or Pacific Islander					
White	38	38	100.00	0.00	45.95
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	148	146	98.65	1.35	31.03
English Learners	57	55	96.49	3.51	30.91
Students with Disabilities	38	38	100.00	0.00	5.26
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	17.5	17.5	42.9

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)

Dunlap Elementary School encourages families to be involved in our community through academic support at home, parent support through volunteering at DES, support of student-centered family atmosphere, and parent support on committees (PTA, SSC, ELAC, etc.).

As a family friendly community, our school will provide the following:
• A Welcoming Environment
• Friendly signs welcome visitors and explain how to get around the campus.
• Standards of welcoming behavior apply to all staff, including the front office staff, Yard Duty Aides, custodians and food service.
• Visitors and callers are greeted politely and provided with information easily.
• Opportunities to meet and discuss program and concerns regarding the well-being and success of our school.
• Opportunities to collaborate with staff members and other community members to celebrate student learning and success.
• Prompt correspondence to calls and other communications.

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

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

Opportunities for Families
• Families can become involved in school planning by being members of the School Site Council (SSC), English Learners Advisory Committee (ELAC), and/or the Parent-Teacher Association (PTA).
• These committees reflect the diversity of the school community and actively recruit and welcome all families.
• Pertinent classes such as nutrition and English as a Second Language.

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	1.5	3.8	2.7	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)

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

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

The Comprehensive School Safety Plan is revised annually before the beginning of the school year. The plan is updated to include new staff, update comprehensive fire and earthquake drill details, lock down drills and other disaster plan details. The plan is a document that can be altered as needed through feedback from monthly safety walks with our custodian. Staff is also available to provide input during our bi-monthly staff meetings and through a custodial binder for safety requests. The components of the plan include:
- Assessment of School Crime
- Child Abuse Reporting Procedures
- Emergency Preparedness and Crisis Response Plan
- Policies Relating to Suspension/Expulsion
- Teacher Notification Procedures
- Sexual Harassment Policy
- School-Wide Dress Code
- Safe Ingress and Egress To and From School
- Safe and Orderly School Environment
- School Rules
- Site Meeting Record and S.A.R.C.
- The Injury and Illness Prevention Program (IIPP)

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	3		20	1	2		15	4		
1	15	1	2		25		3		22		2	
2	22		3		25		2		24		2	
3	21	1	2		24		3		22		3	
4	32		2		25	1	1	1	31		2	
5	21	1	2		31		2		33		1	1
Other**	10	1							14	1		

*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*	595.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

*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.

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	8,236	1,546	6,690	77,234.00
District	N/A	N/A	6715	$84,535.00
Percent Difference - School Site and District	N/A	N/A	-0.4	-9.0
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	-11.5	-1.1

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.