Valley Elementary, A Leader in Me 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	Valley Elementary, A Leader in Me School
Street	12333 8th Street
City, State, Zip	Yucaipa
Phone Number	9097971125
Principal	Kathlene Miller
Email Address	Principal_Kathlene_Miller@ycjusd.us
Website	ves.yucaipaschools.com
County-District-School (CDS) Code	36-67959-6037428

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
Valley Elementary, A Leader in Me School, is committed to providing the best possible educational program and learning environment for each student in partnership with parents and the community. The teaching and support staff are highly qualified, experienced, and personally committed to supporting students' academic, social, and emotional development. We are a Leader in Me school that focuses on the 7 Habits plus 1 of Happy Kids, inspired by Steven R. Covey the author of The 7 Habits of Highly Effective People. The Leader in Me empowers students to be in charge of their daily actions and learning. It is a transformation process that ensures that every child has the individual potential and worth to success in life and to accomplish any goal that they set. We are a staff that inspires them and believes in them, they will come to see in themselves that they are leaders, not just today, but for the rest of their lives.

At Friday Flag, our school-wide assemblies, the school celebrates accomplishments and school spirit. Communication and safety are high priorities. The district and school websites, as well as classroom web pages, provide valuable information, resources, and links to support students and their families.

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

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

Motto: Inspiring Learners, Empowering Leaders!

Mission Statement: We are a community of leaders. We help each child recognize their worth and develop their leadership potential.

Vision Statement: As leaders, we embrace challenge, actively engage in learning, and realize that success comes from effort and perseverance. We focus on quality instruction, targeted intervention, and a positive school environment.

School-Wide Goals:
#1 – Every student will achieve one or more year's growth towards meeting or exceeding grade level standards in English Language Arts and Mathematics.

#2 – 100% of our students will identify themselves as leaders with a leadership role.

How will we accomplish our goals?
1. Every teacher will be a teacher of reading and math foundation skills.
    • Intentional, Rigorous Instruction
    • Specific, Immediate Intervention

2. By Creating and Maintaining a Positive School Environment Centered on Student Learning through The 7 Habits plus 1 of Happy Kids!

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 PEP and PEP+ (Grades K-12); a continuation high school (Grades 9-12); a special education success program (Grades K-12) including a preschool program; and an adult education program. Yucaipa-Calimesa Joint Unified School District is dedicated to educational excellence and the continuous academic growth of all students.

Valley Elementary School, which opened in 1966, serves 504 students in grades Transitional Kindergarten through fifth on a traditional calendar in 2018-2019. We also house a County Preschool for 3-year-old and 4-year-old students that add an additional 30 students to our campus every day. Valley is designated as a Title I-School.

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	125
Grade 1	68
Grade 2	91
Grade 3	78
Grade 4	70
Grade 5	70
Total Enrollment	502

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.4
Asian	1
Hispanic or Latino	62.4
White	34.1
Two or More Races	0.2
Socioeconomically Disadvantaged	78.7
English Learners	17.1
Students with Disabilities	17.3
Foster Youth	1
Homeless	9.2

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	23	28		
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 2019

The Yucaipa-Calimesa Unified School District sets a high priority to ensure that sufficient and current textbooks and materials are available to support each school's instructional program. The district went through an evaluation on 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. County School representatives have also conducted a William's visit in August of 2019, finding the school has sufficient and good quality textbooks, instructional materials.The district determined that there are also sufficient visual and performing arts materials.

All students, including Special Education and English Learners, have access to adopted instructional materials 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. County School representatives have also conducted a William's visit throughout the year, finding the school has sufficient and good quality textbooks, instructional materials.

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.

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

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

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
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
Valley Elementary School provides a safe, clean environment for students, staff, and volunteers. The school facilities are well maintained and provide adequate space for students and staff. The school opened in 1966 and was recently modernized with new data/telephone networking, exterior painting, a computer lab and increased handicap accessibility. The facilities currently include a library, multipurpose room, staff lounge, 18 permanent classrooms, 14 portable classrooms, and two playgrounds. In 2002 a new multipurpose room was built. The school facilities encompass 45,000 square feet on 8.5 acres. 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: 08/28/2019

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	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Multipurpose Room: Elevator / Wheelchair Lift permit not current
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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)	26	29	52	52	50	50
Mathematics (grades 3-8 and 11)	22	23	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	222	220	99.10	0.90	29.09
Male	127	125	98.43	1.57	28.00
Female	95	95	100.00	0.00	30.53
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	140	140	100.00	0.00	27.14
Native Hawaiian or Pacific Islander					
White	74	72	97.30	2.70	30.56

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	178	176	98.88	1.12	27.84
English Learners	52	52	100.00	0.00	26.92
Students with Disabilities	67	65	97.01	2.99	6.15
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00	4.00	41.67

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	222	219	98.65	1.35	22.83
Male	127	125	98.43	1.57	28.00
Female	95	94	98.95	1.05	15.96
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	140	140	100.00	0.00	21.43
Native Hawaiian or Pacific Islander					
White	74	71	95.95	4.05	25.35
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	178	175	98.31	1.69	18.86
English Learners	52	52	100.00	0.00	13.46
Students with Disabilities	67	65	97.01	2.99	12.31
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00	4.00	33.33

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	19.7	26.3	13.2

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

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

State Priority: School Climate
The SARC provides the following information relevant to the 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	6.1	4.1	3.6	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)

Valley Elementary School is committed to providing a safe learning/working environment. During school hours the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor badge during their stay. Visitors will be allowed on campus after 8:30 AM to ensure safety. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours must notify the staff ahead of time and, if volunteering with students, follow district/board guidelines/procedures. During lunch, breaks, and before and after school, yard duty aides, the Principal, teachers, and staff supervise students and monitor the campus.

The Comprehensive School Safety Plan provides students and staff a means of ensuring a safe and orderly learning environment including requirements of SB 187: such as child abuse reporting procedures; disaster procedures, routine, and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees to and from school; safe and orderly school environment; and school rules and procedures. The school evaluates and updates the plan annually. Safety procedures, including elements of the School Safety Plan, are reviewed annually with school staff at the beginning of each school year and at monthly Safety Committee meetings. District safety personnel and committee meetings provide additional support to the school. In addition, the district and school have a positive partnership with the City of Yucaipa and the Yucaipa Sheriff's Department through School-Police liaison meetings, Operation Clean Sweep program, and the district's School Resource Officer.

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	21	1	4		24		4		21	1	5	
1	25		3		24		4		22		3	
2	24		2		23		3		22		4	
3	25		3		19	2	2		23		3	
4	26	1		2	30		2		30		2	
5	20	2		2	21	2	2		20	2	2	
Other**					10	1			13	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*	836.7

*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	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	7,477	943	6,534	80,181.00
District	N/A	N/A	6715	$84,535.00
Percent Difference - School Site and District	N/A	N/A	-2.7	-5.3
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	-13.9	2.7

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 2016-2017, 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.