

Mesa View Middle School

800 Mustang Way • Calimesa, CA 92320 • 909-790-8008 • Grades 6-8

John Moore, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Yucaipa-Calimesa Joint Unified School District

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District Governing Board

Jane Smith
Patricia Ingram
Chuck Christie, Ph.D.
Jim Taylor
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District Administration

Cali Binks
Superintendent
Eric Vreeman, Ed.D.
**Assistant Superintendent
Educational Services**

George Velarde
**Assistant Superintendent
Business Services**

Sherri Black
**Assistant Superintendent
Human Resources**

School Description

Mesa View Middle School opened in August of 2009 in Calimesa, California, as the first of the district's schools to be built within Riverside County. The construction of the school was completed in 2006, but the lack of a suitable access road delayed its opening until the district built a 1.25 mile extension to Sandalwood Drive in 2008. Mesa View became a STEM magnet school in 2012. The school houses sixth, seventh, and eighth grade students from three feeder K-6 elementary schools (Calimesa, Valley, and Wildwood) in the Yucaipa-Calimesa Joint Unified School District. Calimesa is located approximately 20 miles east of San Bernardino in the foothills of the San Bernardino Mountains between the Los Angeles Basin and Palm Springs. The Yucaipa Valley, which includes the cities of Yucaipa and Calimesa, covers approximately 45 square miles and has a current population of approximately 70,000 residents. The valley was once a rural, farming community with many retired residents. Recent years have brought several new housing developments to the area, attracting a diverse and younger population. Mesa View is also less than a mile from County Line Road, which divides San Bernardino and Riverside Counties. Most of Mesa View's students live in Yucaipa, a slow-growing town of approximately 60,000 residents on the other side of County Line Road in San Bernardino County.

Mesa View Middle School has 885 students in 49 classrooms. The school was built to one day be the district's second high school. It includes three specialized science labs, two computer labs, a language lab, a library, an art room with a kiln and pottery wheels, a "LifeSkills" classroom for special education students with extreme needs, two County special education classrooms, a dance classroom, a suite of rooms for music instruction, classrooms dedicated to drama and choir, a large multi-purpose room with facilities for many types of productions, a career center, a full-service kitchen and serving area, a weight room, a full set of athletic fields (including an oval track and a practice football field), and two student locker rooms for physical education. The Board of Education selected our school colors of red and gold. Incoming students selected "Mustangs" as the school mascot. 42% of our students are Hispanic, and 54% are Caucasian. The school principal administers the school program, an assistant principal assists in this task, and two certificated counselors assist and support all students. All teachers at the school are fully credentialed. Special Education services include: one classroom for self-contained Special Academic Instruction students, four classrooms for the SAI program, and a suite of offices for district psychologists and speech and language specialists. Seven special education instructional aides also assist with the program. 11% of all students at Mesa View are English Language Learners. These students have access to the many support programs at the school and are assigned to a certified CLAD teacher. 23% of the students are GATE identified. These students receive differentiated instruction. 9% of the student body is classified as students with disabilities. 55% of the student body is considered of low socioeconomic status.

- Mesa View Middle School is one of two middle schools in the Yucaipa-Calimesa Joint Unified School District. The mission of the district is: "Innovative Program World Class Education." The entire school community is committed to that goal. Mesa View offers a high quality, STEM-focused academic program, support classes, rich elective offerings, and interventions that are aligned with program offerings at other sites in our school district.

MISSION STATEMENT

The mission of Mesa View Middle School is to prepare our students to be productive leaders, learners, and citizens of the 21st Century. We are dedicated to:

- Focusing on student learning and rigorous standards through the use of critical thinking, problem solving, creativity, and oral & visual communication skills,
- Fostering academic and personal responsibility based upon respect, integrity, commitment, patience, honesty, perseverance, and tolerance,
- Providing positive leadership experiences that promote social awareness and contribute to the school and the community,
- Developing student self awareness of individual strengths, interests, and personal health so students are prepared for their future.
- Bringing a hands-on, meaningful STEM (science, technology, engineering, & math) experience to every Mesa View student.

MOTTO

“Learners Today, Leaders Tomorrow”

DISTRICT PROFILE

Located in San Bernardino County, nestled at the base of the San Bernardino Mountains, the Yucaipa-Calimesa Joint Unified School District educated approximately 8,500 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-8); a continuation high school (Grades 9-12); an online academy (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.

A Message from the Superintendent

Dear Yucaipa-Calimesa Community, Parents and Students,

YCJUSD is honored to serve students in two wonderful communities. We as a team continue to prepare our students to be successful in the 21st century. We work collaboratively with community partners, businesses and colleges to provide the best possible education for each and every student. The district employs high quality employees, who care for student well-being as well as academics. We strive to provide high quality services and programs in a safe environment.

As you become a partner of the YCJUSD, please take the opportunity to be involved. It is our desire to work hand in hand with parents to support our children. The best way to get involved is to start at the school site. Our principals can help guide you to the many opportunities that exist. No amount of involvement is too small! We also offer classes for parents that will help you and your child in their educational journey.

The role of educating children in our two communities is taken very seriously and we appreciate your trust. My goal, as your Superintendent, is to ensure that high quality instruction is delivered daily, our campuses are secure and well maintained, money is spent wisely, and students graduate from Yucaipa High School prepared to be successful!

The 2015-2016 school year is the opportunity to work with you in supporting education of our children. Please do not hesitate to contact your principal or the district office if you have questions about the district or how to become involved.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 909-790-8008 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	280
Grade 7	294
Grade 8	308
Grade 9	3
Total Enrollment	885

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.9
Asian	0.7
Filipino	0.5
Hispanic or Latino	40.5
Native Hawaiian or Pacific Islander	0.2
White	54.2
Two or More Races	2
Socioeconomically Disadvantaged	54.2
English Learners	11.4
Students with Disabilities	13.2
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Mesa View Middle School	13-14	14-15	15-16
With Full Credential	33	39	38
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Yucaipa-Calimesa Joint Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	401
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mesa View Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The Yucaipa-Calimesa Joint Unified School District sets a high priority to ensure that sufficient and current textbooks and materials are available to support each school's instructional program. The district went through an evaluation on September 23, 2014, and has sufficient and good quality textbooks, instructional materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including Special Education and English Learners, get their own individual textbooks in core subjects. These textbooks are for use in the classroom and/or to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks.

For grades K-8, instructional materials in all subjects were selected from the state's most recent list of standards-based materials. Instructional materials in grades 9-12 were approved by the Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

Mesa View's Library is stocked with over 11,100 books that are available for student use. The library is staffed by a full-time library technician. The library has an adjoining computer mini-lab with full Internet access. Students are also encouraged to visit the Yucaipa or Calimesa branch libraries for additional research materials and Internet use.

The following chart shows the most recent textbook adoptions at Mesa View Middle School.

Textbooks and Instructional Materials Year and month in which data were collected: October 23, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	6 California Treasures, Macmillan/McGraw (Adopted in 2009) 7-8 California Treasures, Glencoe (Adopted in 2009) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	6 California Math, Houghton-Mifflin (Adopted in 2008) 7-8 California Course 2 - Pre-Algebra, Algebra 1, Holt-Rinehart & Winston (Adopted in 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	6-8 Glencoe Science Focus on Series, Glencoe/McGraw-Hill (Adopted in 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	6-8 California Middle School Social Studies Series, World History - Medieval and Early Modern Times, Creating America - Beginnings through World War I, McDougal Littell (Adopted in 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	6-8 Español, Santillana (Adopted in 2012) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

FACILITIES AND MAINTENANCE

Mesa View Middle 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 August 2009 and has 11 buildings including a gym, multipurpose room, kitchen, lifeskills classroom, three science labs, a language lab, computer lab, dance room, music room, one set each of boys and girls locker rooms, a fitness room and 44 classrooms on campus.

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 to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/22/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			F-109: hvac NOT WORKING
Interior: Interior Surfaces	X			C-104: CEILING TILE MISSING C-107: CEILING TILE STAINED C-111: CLOCK NOT WORKING F-Girl's RR: TOILET SEAT LOOSE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			F-106: LIGHTS OUT
Electrical: Electrical	X			C-111: CLOCK NOT WORKING C-Girl's RR: D-103: LIGHT OUT F-110: LIGHT OUT F-123: LIGHT OUT F-Boy's RR: LIGHT OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A-bldg Girl's Locker Room: SINK SHUT OFF H-Boy's RR: TOILET DOES NOT FLUSH H-Girl's RR: TOLIET DOES NOT FLUSH
Safety: Fire Safety, Hazardous Materials	X			B-bldg Admit/Office: Fire extinguishers not checked monthly Principal notified F-104: FIRE extinguishers not checked monthly Principal notified
Structural: Structural Damage, Roofs	X			E-103:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	48	45	44
Math	37	31	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	72	74	67	65	69	64	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.20	19.70	48.10

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	64
All Student at the School	67
Male	68
Female	66
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	53
Native Hawaiian or Pacific	--
White	74
Two or More Races	--
Socioeconomically Disadvantaged	17
English Learners	26
Students with Disabilities	52
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	280	274	97.9	23	31	32	14
	7	296	287	97.0	26	23	38	13
	8	310	294	94.8	23	29	37	10
Male	6	280	153	54.6	29	30	31	9
	7	296	147	49.7	34	25	33	7
	8	310	139	44.8	31	33	29	6
Female	6	280	121	43.2	15	33	33	19
	7	296	140	47.3	18	20	44	18
	8	310	155	50.0	17	25	45	14
Black or African American	6	280	4	1.4	--	--	--	--
	7	296	5	1.7	--	--	--	--
	8	310	1	0.3	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	6	280	2	0.7	--	--	--	--
	7	296	3	1.0	--	--	--	--
	8	310	1	0.3	--	--	--	--
Asian	6	280	3	1.1	--	--	--	--
	7	296	4	1.4	--	--	--	--
	8	310	1	0.3	--	--	--	--
Filipino	6	280	3	1.1	--	--	--	--
	8	310	1	0.3	--	--	--	--
Hispanic or Latino	6	280	111	39.6	37	35	20	8
	7	296	117	39.5	30	26	33	11
	8	310	112	36.1	29	38	31	2
Native Hawaiian or Pacific Islander	7	296	1	0.3	--	--	--	--
	8	310	1	0.3	--	--	--	--
White	6	280	146	52.1	14	30	38	18
	7	296	150	50.7	25	20	42	13
	8	310	171	55.2	21	22	42	15
Two or More Races	6	280	5	1.8	--	--	--	--
	7	296	7	2.4	--	--	--	--
	8	310	6	1.9	--	--	--	--
Socioeconomically Disadvantaged	6	280	151	53.9	34	39	21	6
	7	296	160	54.1	38	24	31	7
	8	310	151	48.7	36	34	26	3
English Learners	6	280	37	13.2	65	30	5	0
	7	296	32	10.8	63	28	9	0
	8	310	28	9.0	54	36	7	0
Students with Disabilities	6	280	39	13.9	85	13	3	0
	7	296	32	10.8	75	19	3	0
	8	310	40	12.9	78	23	0	0
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	280	274	97.9	38	35	16	11
	7	296	286	96.6	30	27	22	21
	8	310	294	94.8	32	28	22	18
Male	6	280	153	54.6	42	33	14	11
	7	296	147	49.7	34	22	22	21
	8	310	139	44.8	39	29	15	17
Female	6	280	121	43.2	32	38	19	11
	7	296	139	47.0	27	32	21	20
	8	310	155	50.0	26	26	28	19
Black or African American	6	280	4	1.4	--	--	--	--
	7	296	4	1.4	--	--	--	--
	8	310	1	0.3	--	--	--	--
American Indian or Alaska Native	6	280	2	0.7	--	--	--	--
	7	296	3	1.0	--	--	--	--
	8	310	1	0.3	--	--	--	--
Asian	6	280	3	1.1	--	--	--	--
	7	296	4	1.4	--	--	--	--
	8	310	1	0.3	--	--	--	--
Filipino	6	280	3	1.1	--	--	--	--
	8	310	1	0.3	--	--	--	--
Hispanic or Latino	6	280	111	39.6	59	28	7	6
	7	296	117	39.5	35	29	21	14
	8	310	112	36.1	46	32	16	6
Native Hawaiian or Pacific Islander	7	296	1	0.3	--	--	--	--
	8	310	1	0.3	--	--	--	--
White	6	280	146	52.1	23	41	22	14
	7	296	150	50.7	27	26	22	24
	8	310	171	55.2	25	25	25	26
Two or More Races	6	280	5	1.8	--	--	--	--
	7	296	7	2.4	--	--	--	--
	8	310	6	1.9	--	--	--	--
Socioeconomically Disadvantaged	6	280	151	53.9	55	26	15	5
	7	296	159	53.7	42	26	20	10
	8	310	151	48.7	48	29	15	8

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	6	280	37	13.2	89	8	3	0
	7	296	32	10.8	63	22	16	0
	8	310	28	9.0	71	21	4	4
Students with Disabilities	6	280	39	13.9	82	15	3	0
	7	296	31	10.5	68	23	10	0
	8	310	40	12.9	88	13	0	0
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

There are multiple ways for parents to get involved at Mesa View. First and foremost would be through Mesa View's Parent Teacher Student Association (PTSA). This group of parents meets monthly as it seeks ways to support school programs. PTSA fundraising supports our STEM field trips, funds our student agendas, buys science supplies, provides attendance incentives, and much more. PTSA parents also work to bring assemblies, guest speakers, and other programs to the school. Everything PTSA is able to do is accomplished by parents' willingness to help. The annual "Mesa View's Got Talent" show and "Run with the Mustangs" 5K are two keynote PTSA events that dozens of parents assist with. Parents are able to volunteer in individual classrooms, assisting teachers with many tasks. During Friday STEM build days in Mesa View's STEM classes, parents are active participants in assisting students on their engineering/construction projects. Parents also are invited each year to be a part of the school's seventh grade Renaissance Faire as chaperones who escort groups of students among various activities. Parents may also get involved with School Site Council, ELAC, Music Boosters, and AVID, four groups that rely heavily on parental support and participation. At any time, parents may request to shadow their student during the school day, which is often used as a way to monitor their child's progress. As the school program grows and evolves, there will be different ways for parents to get involved at Mesa View. Parents who wish to volunteer may call the school office at (909) 790-8008.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The Mesa View School Safety Plan, also titled Emergency Preparedness & Crisis Response Plan, was approved and adopted in August 2009, and is updated annually. The plan and its updates are shared with staff at monthly staff meetings. Changes come about as the school staff learns about and adapts to the unique and changing characteristics of a dynamic school site. The plan includes four key parts: 1) an organizational overview that shows everyone's job in one flow chart; 2) detailed job descriptions; 3) evacuation plans; and 4) a review of different types of emergencies and appropriate responses. The full scope of the plan is tested annually, with a comprehensive disaster drill, usually done in conjunction with the Great ShakeOut each fall. Smaller tests of the plan are conducted monthly, such as fire drills, lock down drills, and duck and cover drills. The plan was reviewed and re-adopted in August 2015.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	8.75	12.61	4.81
Expulsions Rate	0.00	0.24	0.73
District	2012-13	2013-14	2014-15
Suspensions Rate	4.40	4.04	2.86
Expulsions Rate	0.03	0.11	0.16
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	29	26	25	5	6	10	14	20	9	6		7
Math	29	27	27	3	4	4	8	12	16	12	7	2
Science	32	28	29	1	3	2	12	15	12	10	6	8
SS	32	28	30	1	3	3	10	12	9	10	7	8

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	.5
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,359	\$42,315
Mid-Range Teacher Salary	\$71,187	\$66,451
Highest Teacher Salary	\$90,880	\$85,603
Average Principal Salary (ES)	\$114,366	\$105,079
Average Principal Salary (MS)	\$120,547	\$111,005
Average Principal Salary (HS)	\$127,653	\$121,310
Superintendent Salary	\$193,800	\$189,899
Percent of District Budget		
Teacher Salaries	40%	39%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to the State General Fund, Yucaipa-Calimesa Joint Unified School District receives Federal and State categorical funding for special programs. For the 2013-2014 school year, the district received Federal and State aid for categorical, special education, and other support programs including:

Title I-A and I-D
 Title II-A
 Title III LEP
 Title III A Immigrant
 Perkins Grant
 ASES Grant
 LCAP

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

The district offers staff development annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies. Staff development topics are developed through needs identified by staff surveys and current research. In 2013-14, the district offered 127 opportunities for staff development.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6050	667	5382	72210
District	♦	♦	6050	\$74,535
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-11.0	-1.2
Percent Difference: School Site/ State			14.8	6.6

* Cells with ♦ do not require data.