

Competitive Edge Charter Academy

34450 Stonewood Drive • Yucaipa, CA 92399 • (909) 790-3207 • Grades K-8

Joe Mead, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Yucaipa-Calimesa Joint Unified School District

12797 Third Street
Yucaipa, CA 92399
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District Governing Board

Jane Smith
Patricia Ingram
Chuck Christie, Ph.D.
Jim Taylor
Sharon Bannister

District Administration

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

George Velarde
**Assistant Superintendent
Business Services**

Sherri Black
**Assistant Superintendent
Human Resources**

DIRECTOR'S MESSAGE

Competitive Edge Charter Academy K-8 (CECA) is dedicated to the vision of creating a learning environment where students are empowered to develop international awareness, self-sufficiency, and a sense of pride in their academic and personal success.

The mission of the Competitive Edge Charter Academy K-8 (CECA) is to provide an internationally recognized education based on the framework of the Primary Years Program (IBPYP) and the Middle Years Program (IBMYP) of International Baccalaureate, with a second language acquisition program built into the regular school day, in order to deliver the curriculum of the California Common Core State Standards and the Yucaipa-Calimesa Joint Unified School District (YCJUSD). Our mission is to prepare students for a competitive, globalized, interconnected, and technologically advanced future by expecting each student's personal best in learning English and one additional modern world language. This program delivery will assist students in developing a love of learning through scientific inquiry, and in demonstrating an appreciation and responsibility for both the local and global communities.

The curricular plan for the school is based on the Learner Profile of the International Baccalaureate Primary and Middle Years Programs and the development of fluency and literacy in a second language. The established values and guidelines for personal growth and education will guide the whole school approach to a safe, clean, orderly, enriching environment in forming common expectations of respect for all members of the school community. We believe in the empowerment of learners through use of inquiry, and that all children can be successful through effort and a solid work ethic. We also believe that commitment, enthusiasm, perseverance and the building of strong interpersonal relationships among all members of the school community will lead to success. We will strive to provide a collaborative and supportive environment with shared responsibility among students, family, community, teachers and staff, with a singular focus on student learning. It is our goal, by teaching through inquiry and through the use of the International Baccalaureate and second language opportunity, that students will possess the following competencies when they leave CECA:

Pose and pursue substantive questions
Critically interpret, evaluate, and synthesize information
Explore, define, and solve complex problems
Communicate effectively for a given purpose
Advocate for ideas, causes and actions
Generate innovative, creative ideas and products
Collaborate with others to produce a unified work and/or heightened understanding

INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate Program aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

It is the goal of the Competitive Edge Charter Academy K-8 to seek International Baccalaureate candidacy status in its first year of operation for the Primary Years Program (PYP) K-5. The process takes approximately three full years to complete, at which time, the Competitive Edge Charter Academy K-8 will be a certified PYP International Baccalaureate school. The Middle Years Program of Inquiry is in the process of full implementation and the school is fully authorized to offer both programs as an International Baccalaureate World School. All teachers in grades K-8 have been trained in the International Baccalaureate Program of Inquiry process.

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 9,000 kindergarten through twelfth grade students from the diverse suburban communities of Yucaipa and Calimesa. The district is proud of its long tradition of academic excellence. The district is comprised of six elementary schools (Grades TK-5); one dependent charter school (Grades K-8); two middle schools (Grades 6-8); one comprehensive high school campus (Grades 9-12); a community day school (Grades 7-12); an independent study program PEP and PEP+ (Grades K-12); a continuation high school (Grades 9-12); a special education success program (Grades K-12) including a preschool program; and an adult education program. 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,

YCUUSD 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 YCUUSD, 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) 790-3207 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	75
Grade 1	75
Grade 2	75
Grade 3	75
Grade 4	75
Grade 5	75
Grade 6	75
Grade 7	75
Grade 8	68
Total Enrollment	668

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.1
Asian	1.6
Filipino	0.4
Hispanic or Latino	26.3
White	69.6
Two or More Races	0.1
Socioeconomically Disadvantaged	26.9
English Learners	5.5
Students with Disabilities	6.3

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			
Competitive Edge Charter Academy	13-14	14-15	15-16
With Full Credential	31	34	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Yucaipa-Calimesa Joint Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	401
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

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 Learner students, 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.

Competitive Edge Charter Academy is continuing to develop an excellent library that services Kindergarten through Eighth grade students. We now have approximately 7,500 titles in the collection. The collection currently includes many Accelerated Reader (AR) Program leveled books, hardcover books, paperbacks, big books, picture books and audio visual equipment. Every grade level has a full dedicated computer lab and every third through eighth grade student has a Neo2 that can be used to take AR assessments. It is our goal to continue to acquire material useful to middle level students.

The following chart shows the most recent textbook adoptions at Competitive Edge Charter Academy.

Teacher Misassignments and Vacant Teacher Positions at this School			
Competitive Edge Charter	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.

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	K-6: California Treasures, MacMillan/McGraw Hill (Adopted 2009) 7-8: California Treasures, Glencoe (Adopted 2009) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-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	K-5: California Science, MacMillan/McGraw Hill (Adopted in 2008) 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	K-5: California Vistas, MacMillan/McGraw Hill (Adopted in 2007) 7-8: California Middle School Social Studies Series - World History-Medieval and Early Modern Times & Creating America - Beginnings through World War I, McDougal Littel (Adopted in 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	K-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 MAINTENANCE

Competitive Edge Charter Academy 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 includes a library, multipurpose room, staff lounge, 32 permanent classrooms, three portable classrooms, and two playgrounds. The school facilities encompass 49,000 square feet on 10 acres.

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. A work order process is used to ensure efficient service and highest priority to emergency repairs. 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) Year and month in which data were collected: 10/21/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/21/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical		X			Bldg-300 room 306: 3 way light switch not functioning at front door. Bldg-500 room 501: 3 way light switch not functioning on front door side and Bookshelf blocking fire alarm pull station and fire extinguisher Bldg-700 room 701: Loose electrical cord across floor Bldg-700 room 703: Loose network cable across floor Portable room 308: Wiremold needs endcap Portable room 309: Wiremold needs endcap Portable room 310: Wiremold needs endcap
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				Bldg-400 room 403: Fire Alarm pull box and Fire extinguisher blocked by table Bldg-500 room 501: 3 way light switch not functioning on front door side and Bookshelf blocking fire alarm pull station and fire extinguisher Bldg-500 room 505: Fire alarm pull box blocked by shelf Bldg-600 center room 611: Fire alarm pull box obstructed Bldg-700 center room 710: Fire alarm pull box obstructed by table Bldg-700 room 706: Fire alarm pull box obstructed by shelf
Structural: Structural Damage, Roofs	X				
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	61	45	44
Math	43	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	78	80	88	65	69	64	59	60	56

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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	10.80	23.00	60.80
7	11.30	15.50	67.60

* 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	88
Male	93
Female	85
Black or African American	--
Asian	--
Hispanic or Latino	79
White	93
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	79
Foster Youth	--

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	75	75	100.0	16	31	31	23
	4	74	74	100.0	19	22	30	30
	5	75	75	100.0	15	9	57	19
	6	75	74	98.7	9	32	50	8
	7	76	76	100.0	18	25	43	13
	8	70	68	97.1	9	29	47	15
Male	3	75	34	45.3	18	29	38	15
	4	74	39	52.7	31	15	26	28
	5	75	33	44.0	15	9	58	18
	6	75	39	52.0	13	36	44	8
	7	76	35	46.1	23	14	49	14
	8	70	32	45.7	9	38	47	6
Female	3	75	41	54.7	15	32	24	29
	4	74	35	47.3	6	29	34	31
	5	75	42	56.0	14	10	57	19
	6	75	35	46.7	6	29	57	9
	7	76	41	53.9	15	34	39	12
	8	70	36	51.4	8	22	47	22

**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
Black or African American	3	75	1	1.3	--	--	--	--
	4	74	2	2.7	--	--	--	--
	6	75	2	2.7	--	--	--	--
	7	76	1	1.3	--	--	--	--
	8	70	1	1.4	--	--	--	--
American Indian or Alaska Native	6	75	1	1.3	--	--	--	--
Asian	4	74	3	4.1	--	--	--	--
	5	75	3	4.0	--	--	--	--
	7	76	1	1.3	--	--	--	--
	8	70	1	1.4	--	--	--	--
Filipino	3	75	1	1.3	--	--	--	--
	6	75	2	2.7	--	--	--	--
Hispanic or Latino	3	75	9	12.0	--	--	--	--
	4	74	16	21.6	38	19	25	19
	5	75	23	30.7	22	13	48	17
	6	75	22	29.3	18	36	45	0
	7	76	26	34.2	19	35	35	12
	8	70	23	32.9	9	52	30	9
White	3	75	64	85.3	13	31	31	25
	4	74	53	71.6	15	23	30	32
	5	75	49	65.3	10	8	63	18
	6	75	47	62.7	4	30	57	9
	7	76	47	61.8	17	21	47	15
	8	70	42	60.0	10	17	57	17
Two or More Races	7	76	1	1.3	--	--	--	--
	8	70	1	1.4	--	--	--	--
Socioeconomically Disadvantaged	3	75	18	24.0	33	33	22	11
	4	74	21	28.4	48	24	19	10
	5	75	25	33.3	24	16	44	16
	6	75	25	33.3	16	36	44	4
	7	76	24	31.6	25	17	54	4
	8	70	25	35.7	16	40	44	0

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
English Learners	3	75	4	5.3	--	--	--	--
	4	74	5	6.8	--	--	--	--
	5	75	3	4.0	--	--	--	--
	6	75	4	5.3	--	--	--	--
	7	76	2	2.6	--	--	--	--
	8	70	2	2.9	--	--	--	--
Students with Disabilities	3	75	2	2.7	--	--	--	--
	4	74	4	5.4	--	--	--	--
	5	75	7	9.3	--	--	--	--
	6	75	5	6.7	--	--	--	--
	7	76	5	6.6	--	--	--	--
	8	70	6	8.6	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	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	3	75	75	100.0	19	28	44	9
	4	74	74	100.0	20	36	31	12
	5	75	75	100.0	16	31	29	24
	6	75	74	98.7	27	38	26	9
	7	76	76	100.0	20	36	25	20
	8	70	68	97.1	29	43	10	18
Male	3	75	34	45.3	15	29	50	6
	4	74	39	52.7	23	26	33	18
	5	75	33	44.0	12	18	36	33
	6	75	39	52.0	26	31	31	13
	7	76	35	46.1	14	31	29	26
	8	70	32	45.7	34	44	9	13

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3	75	41	54.7	22	27	39	12
	4	74	35	47.3	17	49	29	6
	5	75	42	56.0	19	40	24	17
	6	75	35	46.7	29	46	20	6
	7	76	41	53.9	24	39	22	15
	8	70	36	51.4	25	42	11	22
Black or African American	3	75	1	1.3	--	--	--	--
	4	74	2	2.7	--	--	--	--
	6	75	2	2.7	--	--	--	--
	7	76	1	1.3	--	--	--	--
	8	70	1	1.4	--	--	--	--
American Indian or Alaska Native	6	75	1	1.3	--	--	--	--
Asian	4	74	3	4.1	--	--	--	--
	5	75	3	4.0	--	--	--	--
	7	76	1	1.3	--	--	--	--
	8	70	1	1.4	--	--	--	--
Filipino	3	75	1	1.3	--	--	--	--
	6	75	2	2.7	--	--	--	--
Hispanic or Latino	3	75	9	12.0	--	--	--	--
	4	74	16	21.6	44	31	13	13
	5	75	23	30.7	26	39	26	9
	6	75	22	29.3	32	45	18	5
	7	76	26	34.2	19	46	19	15
	8	70	23	32.9	30	52	4	13
White	3	75	64	85.3	17	27	47	9
	4	74	53	71.6	15	38	34	13
	5	75	49	65.3	10	29	31	31
	6	75	47	62.7	23	34	32	11
	7	76	47	61.8	19	30	28	23
	8	70	42	60.0	29	38	14	19
Two or More Races	7	76	1	1.3	--	--	--	--
	8	70	1	1.4	--	--	--	--

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
Socioeconomically Disadvantaged	3	75	18	24.0	39	33	22	6
	4	74	21	28.4	38	43	19	0
	5	75	25	33.3	36	12	32	20
	6	75	25	33.3	36	36	20	8
	7	76	24	31.6	25	46	21	8
	8	70	25	35.7	40	44	8	8
English Learners	3	75	4	5.3	--	--	--	--
	4	74	5	6.8	--	--	--	--
	5	75	3	4.0	--	--	--	--
	6	75	4	5.3	--	--	--	--
	7	76	2	2.6	--	--	--	--
	8	70	2	2.9	--	--	--	--
Students with Disabilities	3	75	2	2.7	--	--	--	--
	4	74	4	5.4	--	--	--	--
	5	75	7	9.3	--	--	--	--
	6	75	5	6.7	--	--	--	--
	7	76	5	6.6	--	--	--	--
	8	70	6	8.6	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	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

Parents and guardians of CECA students are encouraged to donate a minimum of 20 volunteer hours per school year. Contact the Director's Office for details on how to become involved in our programs:

Joe Mead, Director
 Competitive Edge Charter Academy
 34450 Stonewood Drive
 Yucaipa, California 92399
 (909) 790-3207 x4517

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

A comprehensive plan for school safety is in place. It is reviewed regularly by the school safety committee and is reviewed annually by the entire staff before school begins in the fall.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.59	0.43	1.01
Expulsions Rate	0.00	0.00	0.14
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 (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	25	25	25				27	27	27			
1	25	25	25				27	27	27			
2	25	25	25				27	27	27			
3	25	25	25				27	27	27			
4	25	25	25				27	27	27			
5	25	25	25				27	27	27			
6	25	24	28		1		27	30	23			3

Average Class Size and Class Size Distribution (Secondary)

Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	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	25	25	24			1	5	6	5			
Math	25	25	24			1	5	6	5			
Science	25	25	24			1	5	6	5			
SS	25	25	24			1	5	6	5			

* 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.

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.

In addition, all teachers at Competitive Edge Charter Academy will be trained in the International Baccalaureate Program of Inquiry process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.25
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

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

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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6429	139	6291	75408
District	♦	♦	6050	\$74,535
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			4.0	3.2
Percent Difference: School Site/ State			34.1	11.3

* Cells with ♦ do not require data.

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

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.