

# Oak View High School and Education Center

12358 Sixth Street • Yucaipa, CA 92399 • (909) 797-7931 • Grades 7-12

Sam Spencer, Principal  
sam\_spencer@ycjUSD.us

## 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  
(909) 797-0174  
www.yucaipaschools.com

#### **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**

Sherry Black  
**Assistant Superintendent  
Human Resources**

### **PRINCIPAL'S MESSAGE**

Welcome to Oak View High School and Education Center. Oak View offers an academic setting for students who need an alternative to the traditional educational environment. We have a Community Day School for students who need a more restrictive environment where they can recover credits, address behaviors and attendance issues. Oak View High School offers a WASC accredited high school diploma. We have a separate school for students with special needs which is a half-day program where students focus on academics, work on goals in their Individual Education Program (IEP's) and participate in a LEVELS program. We are proud to offer such a diversity at our school and thankful we have a district that meets the needs of all our students.

### **SCHOOL AND DISTRICT PROFILE**

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

Oak View High School and Education Center, which operates on a modified traditional calendar, educates students in grades one through twelve. The school colors are purple and black, and its mascot is the Phoenix. The school opened in 2003, and had an enrollment of approximately 150 students in the 2014-15 school year. The Center operates two distinct programs serving a wide variety of students: Community Day School (grades 7-12), and a Special Education Program for students with emotional needs (grades K-12). The Community Day School allows otherwise expelled, truant, and credit deficient students to participate in credit recovery using the same curriculum as traditional schools. The Special Education program works with students requiring regular and intensive psychological support to achieve adequate academic progress. For this report, data is only available for the Community Day School program. Student body demographics are illustrated in the chart.

### **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) 797-7931 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 8	8
Grade 9	3
Grade 10	20
Grade 11	23
Grade 12	44
<b>Total Enrollment</b>	<b>98</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	1
Hispanic or Latino	51
White	41.8
Socioeconomically Disadvantaged	88.8
English Learners	22.4
Students with Disabilities	26.5
Foster Youth	22.4

### 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			
Oak View High School and Education Center	13-14	14-15	15-16
<b>With Full Credential</b>	12	11	9
<b>Without Full Credential</b>	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Yucaipa-Calimesa Joint Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	401
<b>Without Full Credential</b>	♦	♦	3
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Oak View High School and	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	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.

Oak View High School and Education Center maintains a depository of books available to teachers wishing to supplement the standard curriculum. Oak View also has a computer lab with twenty-five computers that students use for First in Math and HyperMath programs to support the curriculum. Each classroom in the Community Day School has computers with Internet access, and the SAI program for special education students has an average of five computers.

The following chart shows the most recent textbook adoptions at Oak View High School.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 23, 2015</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	9th-12th Literature and Language Arts, Holt (Adopted in 2009) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	9th-12th: Integrated Math 1, 2, 3, Houghton-Mifflin Harcourt (Adopted in 2015) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	9th-12th: Chemistry, Holt, Reinhart and Winston (Adopted in 2008) 9th-12th: Biology of Marine Life, McGraw-Hill (Adopted in 2008) 9th-12th: Human Anatomy and Physiology, Pearson (Adopted in 2008) 9th: Earth Science, Pearson (Adopted in 2007) 9th-12th: Physics - Conceptual Physics, Prentice Hall (Adopted in 2011) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	12th: Economics: Principles and Practices, US Government: Democracy in Action, Glencoe/McGraw Hill (Adopted in 2007) 10th-12th: Modern World History: Patterns of Interaction, US History - Americans: Reconstruction to the 21st Century, McDougal Littell (Adopted in 2007) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	9th-12th: French - T'es branché? 1, 2, 3, 4, EMC Publishing (Adopted in 2014) 9th-12th: German - Deutsch Aktuell 1, 2, 3, EMC Publishing (Adopted in 2011) 9th-12th: Spanish - Realidades, Pearson (Adopted in 2014) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	10th-12th: Health, Glencoe (Adopted in 2008) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

## School Facility Conditions and Planned Improvements (Most Recent Year)

### FACILITIES AND MAINTENANCE

Oak View High School provides a safe, clean environment for students and staff. The school facilities are well maintained and provide adequate space for students and staff.

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: 10/23/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		B-bldg. Kitchen: 1 light out in kitchen office D-bldg. Boy's gym restroom: diffuser missing and 1 lamp in fixture D-bldg. Girl's gym restroom: 2 lights out and right sink faucet loose E-bldg. Room 25: Daisy chained power strips F-bldg. Room 21: 1 light out and electrical box next to door missing cover H-bldg. Room 41: Daisy chained power strips and missing fire extinguisher H-bldg. Room 42: Daisy chained power strips H-bldg. Room 44: 2 lights out and daisy chained power strips H-bldg. Room 45: Daisy chained power strips
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			D-bldg. Girl's gym restroom: 2 lights out and right sink faucet loose
<b>Safety:</b> Fire Safety, Hazardous Materials	X			B-bldg. Cafeteria: fire extinguisher missing E-bldg. Room 24: fire extinguisher missing H-bldg. Room 41: Daisy chained power strips and missing fire extinguisher
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			E-bldg. Room 26: Door closer needs to be adjusted
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	10	45	44
Math	0	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	3	11	6	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

\* 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	6
Male	7
Female	--
Black or African American	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	6
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	7	3	3	100.0	--	--	--	--
	8	8	8	100.0	--	--	--	--
	11	34	31	91.2	61	23	13	0
Male	7	3	3	100.0	--	--	--	--
	8	8	4	50.0	--	--	--	--
	11	34	27	79.4	67	19	11	0
Female	8	8	4	50.0	--	--	--	--
	11	34	4	11.8	--	--	--	--
Black or African American	8	8	2	25.0	--	--	--	--
	11	34	3	8.8	--	--	--	--
Hispanic or Latino	7	3	2	66.7	--	--	--	--
	8	8	4	50.0	--	--	--	--
	11	34	17	50.0	59	24	18	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
White	7	3	1	33.3	--	--	--	--
	8	8	2	25.0	--	--	--	--
	11	34	11	32.4	55	27	9	0
Socioeconomically Disadvantaged	7	3	2	66.7	--	--	--	--
	8	8	7	87.5	--	--	--	--
	11	34	27	79.4	63	26	7	0
English Learners	7	3	1	33.3	--	--	--	--
	8	8	1	12.5	--	--	--	--
	11	34	4	11.8	--	--	--	--
Students with Disabilities	8	8	3	37.5	--	--	--	--
	11	34	5	14.7	--	--	--	--
Foster Youth	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

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	7	3	3	100.0	--	--	--	--
	8	8	8	100.0	--	--	--	--
	11	34	31	91.2	90	10	0	0
Male	7	3	3	100.0	--	--	--	--
	8	8	4	50.0	--	--	--	--
	11	34	27	79.4	93	7	0	0
Female	8	8	4	50.0	--	--	--	--
	11	34	4	11.8	--	--	--	--
Black or African American	8	8	2	25.0	--	--	--	--
	11	34	3	8.8	--	--	--	--
Hispanic or Latino	7	3	2	66.7	--	--	--	--
	8	8	4	50.0	--	--	--	--
	11	34	17	50.0	88	12	0	0

**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
White	7	3	1	33.3	--	--	--	--
	8	8	2	25.0	--	--	--	--
	11	34	11	32.4	91	9	0	0
Socioeconomically Disadvantaged	7	3	2	66.7	--	--	--	--
	8	8	7	87.5	--	--	--	--
	11	34	27	79.4	89	11	0	0
English Learners	7	3	1	33.3	--	--	--	--
	8	8	1	12.5	--	--	--	--
	11	34	4	11.8	--	--	--	--
Students with Disabilities	8	8	3	37.5	--	--	--	--
	11	34	5	14.7	--	--	--	--
Foster Youth	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

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 are kept informed of school activities through individual intake meetings, principal/parent meetings, calls home, report cards, and student progress reports. Oak View serves a high population of at-risk students and we meet with parents several times a year for IEP's. Additionally, the principal maintains an open-door policy to facilitate direct communication with parents. Parents are encouraged to participate in School Site Council and our ELAC committee for English Learners. Oak View High School and Education Center also benefits from community partnerships with the Sheriff's Department, South Coast Community Services, East Valley SELPA, ROP and various institutions of higher learning including but not limited to Crafton Hills College, University of Redlands, and University of California at Riverside.

Parents who wish to volunteer or participate in Oak View High School and Education Center's leadership teams, school committees, and school activities may call the school's office at (909) 797-7931.

#### 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

Oak View High School and Education Center is a closed campus. During school hours the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor badge during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify the staff ahead of time. During lunch, breaks, and before and after school, the principal, intervention counselor, lead security and campus monitors supervise students and monitor the campus. The District has one School Resource Officer (SRO) who visits sites regularly and maintains good relationships with administration and students.



The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine, and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a 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 plan for Oak View High School and Education Center was developed in 2003 and is revised yearly. Safety procedures, including elements of the Safe School Plan, are reviewed with school staff at the beginning of the school year. The chart displays the results of the most recent school facilities inspection.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	36.90	41.29	27.57
Expulsions Rate	0.69	0.76	0.93
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
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	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)												
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	10	5	4	11	21	24	2					
Math	11	4	4	9	25	25	3					
Science	12	6	4	6	13	16						
SS	6	4	4	18	29	28						

\* 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	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.25
Resource Specialist	.20
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/](http://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

### 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	15289	15159	130	71872
District	♦	♦	6050	\$74,535
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-97.9	-1.7
Percent Difference: School Site/ State			-97.2	6.1

\* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45	24	31	46	37	16
All Students at the School	82	18		88	12	
Male	79	21		86	14	
Socioeconomically Disadvantaged	83	17		92	8	

\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Oak View High School and Education	2012-13	2013-14	2014-15
English-Language Arts	6	27	18
Mathematics	13	11	12
Yucaipa-Calimesa Joint Unified School	2012-13	2013-14	2014-15
English-Language Arts	55	33	35
Mathematics	54	31	34
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Oak View High School and Education	2011-12	2012-13	2013-14
Dropout Rate	8.20	5.80	6.60
Graduation Rate	88.92	90.59	89.73
Yucaipa-Calimesa Joint Unified School	2011-12	2012-13	2013-14
Dropout Rate	8.20	5.80	6.60
Graduation Rate	88.92	90.59	89.73
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	100	92.54	84.6
Black or African American	66.67	91.67	76
American Indian or Alaska Native		83.33	78.07
Asian		100	92.62
Filipino		100	96.49
Hispanic or Latino	104.55	89.77	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	94.74	94.1	89.93
Two or More Races		87.5	82.8
Socioeconomically Disadvantaged	60	68.63	61.28
English Learners	71.43	60.53	50.76
Students with Disabilities	94.12	96.97	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	78.35
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

\* Where there are student course enrollments.

## Career Technical Education Programs

### 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.