

Park View Middle School

34875 Tahoe Drive • Yucaipa, CA 92399 • (909) 790-3285 • Grades 6-8

Frank Tucci, 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
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**

SCHOOL MISSION STATEMENT

Park View Middle School is an educational community bringing together all stakeholders in a clear, focused, and collaborative effort to guarantee Learning for All. In order to achieve Learning for All we are committed to:

1. Educating all students in a Safe and Orderly School Environment.
2. Educating all students in a Climate of High Expectations for Success. We will target student motivation through choice and involvement in their own learning. We will use AVID strategies and Thinking Maps to guide classroom instruction. We will continue to provide Professional Development to our staff.
3. Utilizing Instructional Leadership that includes all adults and persistently communicates that mission to parents and students.
4. Asking the right questions increasing Students' Time on Task. What do we expect students to learn? How will we know what students have learned? How will we respond to students who are not learning? What will we do for those who are learning?
5. Frequent Monitoring of Student Progress so that all kids are on the path for college or career.
6. We will build trust with our parents and communicate effectively so that we share a common vision of a positive home-to-school relationship.

District & School 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. 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) 790-3285 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	310
Grade 7	297
Grade 8	328
Grade 9	5
Total Enrollment	940

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	1.1
Filipino	0.9
Hispanic or Latino	38.7
Native Hawaiian or Pacific Islander	0.1
White	56.7
Two or More Races	0.7
Socioeconomically Disadvantaged	56.2
English Learners	8.7
Students with Disabilities	11.9
Foster Youth	1.3

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			
Park View Middle School	13-14	14-15	15-16
With Full Credential	29	37	39
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			
Park 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.

Park View's library is stocked with over 17,350 books which include reference, non-fiction, fiction, Easy Books, class sets, Library Circles, Spanish and EL books. There are over 1,000 Educational DVDs and Videos. A Homework Center with a certificated teacher for students is offered after school from 2:15 to 3:15 p.m., Monday through Friday.

There are 20 computers in the library mini-lab for student use before, during, and after school. The library is staffed by a full-time library technician.

The following chart shows the most recent textbook adoptions at Park 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/McGraw Hill (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 on Focus 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

Park 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 1992 and was recently updated with Internet connections in all classrooms and two newly updated PC-based computer labs. The school facilities encompass 85,000 square feet on 19 acres and currently include: a library, multipurpose room, staff lounge, 46 permanent classrooms, and five portable classrooms.

The table below 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: 10/19/2015				
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			B- bldg. Boy's RR: Dirty sink
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			B-bldg. Library: 1 light out library office C-bldg. Boy's Locker room RR: East hand dryer not working. Handicap stall toilet paper holder broken. C-bldg. Boy's Locker room: 1 light out D-bldg. Girl's Locker room: 3 lights out D-bldg. Rm 12 Psychologist: 1 light out J-bldg. room 31: 1 light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			B- bldg. Boy's RR: Dirty sink C-bldg. Boy's Locker room RR: East hand dryer not working. Handicap stall toilet paper holder broken. F-bldg. room 42: Back sink broken
Safety: Fire Safety, Hazardous Materials	X			
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	49	45	44
Math	33	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	77	80	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	18.40	22.40	40.50

* 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	80
Male	80
Female	80
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	72
White	84
Two or More Races	--
Socioeconomically Disadvantaged	15
English Learners	68
Students with Disabilities	74
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	310	308	99.4	19	31	38	11
	7	298	295	99.0	18	34	40	8
	8	339	336	99.1	18	32	40	10
Male	6	310	154	49.7	25	36	32	7
	7	298	138	46.3	22	35	38	4
	8	339	179	52.8	26	36	31	7
Female	6	310	154	49.7	14	27	44	16
	7	298	157	52.7	13	34	41	12
	8	339	157	46.3	10	28	49	13
Black or African American	6	310	4	1.3	--	--	--	--
	7	298	6	2.0	--	--	--	--
	8	339	5	1.5	--	--	--	--

**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	7	298	1	0.3	--	--	--	--
	8	339	3	0.9	--	--	--	--
Asian	6	310	6	1.9	--	--	--	--
	7	298	1	0.3	--	--	--	--
	8	339	3	0.9	--	--	--	--
Filipino	6	310	3	1.0	--	--	--	--
	7	298	1	0.3	--	--	--	--
	8	339	4	1.2	--	--	--	--
Hispanic or Latino	6	310	125	40.3	20	42	31	6
	7	298	117	39.3	24	37	36	3
	8	339	125	36.9	20	39	35	6
Native Hawaiian or Pacific Islander	7	298	1	0.3	--	--	--	--
White	6	310	168	54.2	19	24	42	14
	7	298	166	55.7	11	33	45	11
	8	339	194	57.2	18	27	42	13
Two or More Races	6	310	2	0.6	--	--	--	--
	7	298	2	0.7	--	--	--	--
	8	339	2	0.6	--	--	--	--
Socioeconomically Disadvantaged	6	310	180	58.1	24	37	32	7
	7	298	178	59.7	26	37	35	3
	8	339	182	53.7	22	40	32	6
English Learners	6	310	33	10.6	45	48	6	0
	7	298	26	8.7	46	38	15	0
	8	339	22	6.5	32	68	0	0
Students with Disabilities	6	310	29	9.4	62	34	3	0
	7	298	35	11.7	60	26	14	0
	8	339	45	13.3	80	16	2	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	310	308	99.4	32	39	19	10
	7	298	295	99.0	27	34	24	15
	8	339	334	98.5	37	30	15	18
Male	6	310	154	49.7	36	38	16	10
	7	298	138	46.3	27	33	26	14
	8	339	179	52.8	41	28	13	17
Female	6	310	154	49.7	29	39	23	10
	7	298	157	52.7	27	35	22	15
	8	339	155	45.7	33	31	17	19
Black or African American	6	310	4	1.3	--	--	--	--
	7	298	6	2.0	--	--	--	--
	8	339	5	1.5	--	--	--	--
American Indian or Alaska Native	7	298	1	0.3	--	--	--	--
	8	339	3	0.9	--	--	--	--
Asian	6	310	6	1.9	--	--	--	--
	7	298	1	0.3	--	--	--	--
	8	339	3	0.9	--	--	--	--
Filipino	6	310	3	1.0	--	--	--	--
	7	298	1	0.3	--	--	--	--
	8	339	4	1.2	--	--	--	--
Hispanic or Latino	6	310	125	40.3	42	40	14	5
	7	298	117	39.3	32	40	21	7
	8	339	125	36.9	39	32	15	14
Native Hawaiian or Pacific Islander	7	298	1	0.3	--	--	--	--
White	6	310	168	54.2	27	39	23	12
	7	298	166	55.7	23	30	27	19
	8	339	192	56.6	35	29	15	21
Two or More Races	6	310	2	0.6	--	--	--	--
	7	298	2	0.7	--	--	--	--
	8	339	2	0.6	--	--	--	--
Socioeconomically Disadvantaged	6	310	180	58.1	42	37	15	7
	7	298	178	59.7	33	35	22	9
	8	339	180	53.1	46	29	11	14
English Learners	6	310	33	10.6	64	33	3	0
	7	298	26	8.7	46	42	12	0
	8	339	22	6.5	55	36	9	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
Students with Disabilities	6	310	29	9.4	83	14	3	0
	7	298	35	11.7	60	26	11	0
	8	339	44	13.0	89	9	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

Parents who wish to volunteer or participate in Park View Middle School's leadership teams, school committees, and/or school activities may call the school's office at (909) 790-3285.

Parents are encouraged to visit their student's classrooms but need to adhere to the following guidelines as supported by Yucaipa-Calimesa Joint Unified School District administrative regulation AR 1250 (a) dealing with Community Relations. Exceptions cannot be made to this policy as it is our duty to provide the most disruptive free education to our students.

Park View Middle School is committed to being family-friendly and to working in partnership with families to help all of our students learn.

As a family friendly community our school will provide the following:

1. A Welcoming Environment

- Friendly signs welcome visitors and explain how to get around the campus.
- Standards of welcoming behavior apply to all staff, including front office staff, Yard Duty Aides, custodians, and food service.
- Visitors and callers are greeted politely and provided with information easily.

2. Programs and Activities

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

3. Strong Relationships

- The principal has an open door policy with everyone in the school community.
- The principal takes new students and their parents to classes on the first day.
- Bilingual speakers are available to help families.
- Items sent home are translated into Spanish.
- Teachers and families can meet face-to-face and get to know each other through parent-teacher conferences, before/after-school meetings, or home visits.

4. Opportunities for Families

- Families can become involved in school planning by being members of the School Site Council (SSC), the English Learners Advisory Committee (ELAC), the GATE Advisory Committee (GAC), the Parent-Teacher and Student Association (PTSA).
- These committees reflect the diversity of the school community and actively recruit and welcome all families.
- The school is open and accessible. It is easy for parents to meet with school administration and teachers to discuss issues and concerns.

5. Professional Development

- Families learn how the school system works and how to be effective advocates for their children.
- Teachers learn about successful approaches to working with families of diverse cultural backgrounds.
- The school reaches out to identify and draw in local community resources that can assist staff and families.

Action Steps

In order for our vision statement to be successfully achieved, we are committed to the following items in order to work as partners with parents and families to improve student achievement:

1. Working with teachers, parents, and students to develop a Parent-Teacher-Student Compact outlining each stakeholder's responsibilities in order to improve academic achievement.
2. Providing family learning activities throughout the school year which provide opportunities for our parents and families to connect with the school community. In addition, at least one parent education night will be provided to give parents ideas and strategies to best meet their child's needs at home.
3. Developing learning opportunities that best meet the individual needs of each student. These could include academic and/or behavioral modifications in the general education classroom and before/after-school interventions and enrichments for all students.
4. Working with parents and staff to support the needs of individual students. This could include holding Student Intervention Team meetings or Individualized Education Plan meetings for Special Education students.
5. Encouraging parents to become involved in a number of school committees, including the School Site Council, the English Learners Advisory Committee, and the GATE Advisory Committee.

Open Dialogue

In order to meet the needs of students, an open and honest dialogue must exist between the school and the parents so that students can see that we are all committed to their continued growth and learning. There are many ways that parents can communicate with staff. Parents are encouraged to become involved with the school in a number of ways, including the following:

1. Parents are encouraged to observe in their child's classroom. However, teachers need to be given 24 hours notice in order to make sure that any visits do not interfere with the learning time for all students.
2. Our school has a number of Spanish speaking personnel, including office clerks and English Language tutors that are available to interpret and translate any questions that parents may have.
3. Mr. Tucci, the school's Principal, is available to meet with parents to address any concerns. Parents can call the school office to set up these meetings.
4. Parents are encouraged to make contact with their child's teacher on a regular basis in order to monitor their child's progress. Parents can either leave a message at the school or make contact through e-mail. Phone calls will not be put through to the classroom during the school day in order to limit interruptions to class instruction.

Classroom Visit Procedures:

- Register your name and relationship to the student with the clerk in the office.
- State your reason/purpose for the classroom visit.
- We will make arrangements with the necessary teacher(s) for you to visit the classroom on the following or another scheduled day.
- Teachers need 24 hours notice before classroom visits in order to make the appropriate arrangements. Some teachers may be testing/assessing students, be absent or out of the classroom that day, or may be in another location on campus with their class.
- On the day of your visit you will be required to register as a visitor and will be given a "Visitor" pass along with a campus map and your student's class schedule. You will not be allowed to enter into undesignated areas that differ from your student's class schedule.

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

Park View Middle School is a closed campus. During school hours the entrance is secured to ensure visitors check in with the front office. All visitors are required to 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 according to our visitor policy. During lunch, breaks, and before and after school, campus monitors, administrators, and teachers supervise students and monitor the campus.

The Comprehensive School Safety 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 school evaluates the plan annually and updates it as needed. The plan was last updated in August 2015. Safety procedures, including elements of the School Safety Plan, are reviewed with school staff at the beginning of the school year.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	3.80	3.58	1.78
Expulsions Rate	0.00	0.14	0.00
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)												
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	29	28	28	5	5	6	1	10	4	16	9	13
Math	29	28	27	4	5	5	5	8	7	13	10	11
Science	29	28	26	5	5	7	1	7	9	17	12	10
SS	29	28	27	5	5	6	1	6	3	16	12	14

* 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	5907	850	5058	73393
District	♦	♦	6050	\$74,535
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-16.4	0.4
Percent Difference: School Site/ State			7.8	8.3

* Cells with ♦ do not require data.