

Yucaipa High School

33000 Yucaipa Boulevard • Yucaipa, CA 92399 • (909) 797-0106 • Grades 9-12

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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**

PRINCIPAL'S MESSAGE

Yucaipa High School is an institution committed to student safety, academic excellence and a high level of performance in athletic and co-curricular activities. The school has a rich tradition and a beautiful college-like campus. It is a cornerstone of the Yucaipa-Calimesa community. Our campus produces lifelong learners, stellar athletes, and most importantly, excellent citizens!

Yucaipa High School is recognized as a leading school in technology, math, and science with advanced level courses in these areas. Academic excellence is evident by the recent results of the Academic Performance Index (API) and the highest scores on the SAT 1 test in the Inland Empire. Students are recognized as National Merit Scholars and are recipients of highly recognized scholarships, including appointments to military academies and Bank of America Achievement Awards. Eighty six percent of the graduates attend two-year or four-year colleges, universities, or specialty institutions.

Students believe they are valued and respected at Yucaipa High School. They have full access to Advanced Placement (AP) classes and specialty classes through the Perkins/ROP programs. Furthermore, they are now accessing virtual/online opportunities in order to enrich their academic opportunities and expand their interests for high school pathways. Finally, the visual and performing arts offer extensive opportunities for personal student accomplishment and compliment the academic achievement of every student.

Yucaipa High School is proud of its tradition and accomplishments and strives for excellence in all areas. I invite you to learn more about the school in this School Accountability Report Card and by visiting the web site at www.yucaipahigh.com.

MISSION STATEMENT

The students, parents, and staff of Yucaipa High School work hard to prepare students with the academic, social, and aesthetic skills needed to become responsible, successful, contributing members of our society. Our students can develop work ethics so they may experience the best life has to offer. Our environment, enhanced by supporting and caring relationships between students, parents, staff, and administrators, provides the students with a variety of opportunities to learn, to think critically, to set goals, and to make decisions.

SCHOOL VISION

Yucaipa High School is a place where all students are:

- Challenged at their highest level,
- Given access to all programs,
- Responsible citizens,
- Actively involved with technology across the curriculum,
- Able to develop connections between school and their future,
- Supported by school and community.

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.

Yucaipa High School, which operates on a traditional calendar, educates students in grades nine through twelve. The school opened in 1966, and served approximately 2,800 students in 2015-2016. Student body demographics are illustrated.

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) 797-0106 or the district office.

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.8
Asian	1.6
Filipino	1
Hispanic or Latino	37.5
Native Hawaiian or Pacific Islander	0.3
White	56.2
Two or More Races	0.8
Socioeconomically Disadvantaged	45.2
English Learners	5.3
Students with Disabilities	11.7
Foster Youth	0.8

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	780
Grade 10	727
Grade 11	622
Grade 12	622
Total Enrollment	2,751

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			
Yucaipa High School	13-14	14-15	15-16
With Full Credential	103	104	104
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			
Yucaipa High 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	1

* "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 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.

Yucaipa High School's library is stocked with over 22,508 books that are available for student use. The library also contains a collection of videos, CDs, DVDs and reference books, and is staffed by a full-time librarian. The YHS library offers students Digital Lessons that enhance 21st century learners' technology skills and interaction with global communities.

It promotes literacy through the links on the website-Audio Books, MLA writer's guide, along with various curricular support websites. The enrichments offered by the library are sponsored by the patrons and donors within the community. The YHS Library is evolving, not only in technology available to students (e-books), but also in supporting book selection and blogging responses to class assignments.

The following chart shows the most recent textbook adoptions at Yucaipa High 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	9th-12th: Literature and Language Arts, Holt Rinehart Winston (Adopted in 2009) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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
Mathematics	10th-12th: Understanding the World of Data : Statistics in Action, Key Curriculum (Adopted in 2007) 9th-12th: Algebra 2, Pre-Calculus, Calculus a Single Variable, Pearson Prentice Hall (Adopted in 2008) 9th-12th: Integrated Math 1, 2,3, Houghton, Mifflin, Harcourt (Adopted in 2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	9th-12th: Biology, McGraw-Hill/Glencoe (Adopted in 2008) 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 & Physiology, Pearson-Benjamin-Cummings (Adopted in 2008) 9th: Earth Science, Pearson (Adopted in 2007) 9th-12th: Physics - Conceptual Physics, Prentice-Hall (Adopted in 2011) 9th-12th: Psychology - Principles in Practice, Holt-McDougal (Adopted in 2010) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	12th: Economics: Principles in Practice, US Government: Democracy in Action Glencoe/McGraw Hill (Adopted in 2007) 10th-12th: Modern World History: Patterns of Interaction, US History American: Reconstruction to the 21st Century, 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	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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	10th-12th: Health, Glencoe (Adopted in 2008) 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

Yucaipa High School provides a safe, clean environment for students, staff, and volunteers. The school facilities are well maintained and provide adequate space for students and staff. The school opened in 1966 and started State-funded modernization in the summer of 2004. The school facilities encompass 206,000 square feet on 80 acres and currently include a library, multipurpose room, staff lounge, 101 classrooms, and four athletic fields. Recent modernizations include renovated classrooms and administrative building, resurfaced gym, and various facility improvements to meet handicap accessibility requirements.

The following table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

MAINTENANCE AND REPAIR

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. The district uses a work order process to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

CLEANING PROCESS AND SCHEDULE

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff of ten 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				E6: thermostat loose
Interior: Interior Surfaces	X				A BOYS RESTROOM: mirror needs bracket repaired A12: stained tiles M101: 2 stained ceiling tiles M103: 2 stained ceiling tiles O10: stained tiles O3: stained tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				A13: 3 lights out A14: lite out L2: light off - difuser off
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				E STAFF MENS: one sink shut off
Safety: Fire Safety, Hazardous Materials	X				O5: no monthly fire extinguiser inspection
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				A9: ü E1: door closer needs closing P2: Door drags
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	52	45	44
Math	24	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	66	67	62	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
9	9.10	22.00	62.60

* 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	62
Male	63
Female	61
Black or African American	45
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	51
Native Hawaiian or Pacific	--
White	69
Two or More Races	--
Socioeconomically Disadvantaged	26
English Learners	16
Students with Disabilities	53
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	11	575	554	96.3	18	30	33	18
Male	11	575	263	45.7	24	33	30	13
Female	11	575	291	50.6	13	26	36	23
Black or African American	11	575	7	1.2	--	--	--	--
American Indian or Alaska Native	11	575	5	0.9	--	--	--	--
Asian	11	575	6	1.0	--	--	--	--
Filipino	11	575	6	1.0	--	--	--	--
Hispanic or Latino	11	575	217	37.7	24	34	30	12
Native Hawaiian or Pacific Islander	11	575	2	0.3	--	--	--	--
White	11	575	307	53.4	14	28	35	22
Two or More Races	11	575	4	0.7	--	--	--	--
Socioeconomically Disadvantaged	11	575	258	44.9	22	37	29	11
English Learners	11	575	34	5.9	68	26	3	0
Students with Disabilities	11	575	63	11.0	68	27	3	0
Foster Youth	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	11	575	554	96.3	43	32	17	7
Male	11	575	263	45.7	48	29	15	8
Female	11	575	291	50.6	39	34	20	6
Black or African American	11	575	7	1.2	--	--	--	--
American Indian or Alaska Native	11	575	5	0.9	--	--	--	--
Asian	11	575	6	1.0	--	--	--	--
Filipino	11	575	6	1.0	--	--	--	--
Hispanic or Latino	11	575	216	37.6	51	33	10	4
Native Hawaiian or Pacific Islander	11	575	2	0.3	--	--	--	--
White	11	575	308	53.6	38	32	21	8
Two or More Races	11	575	4	0.7	--	--	--	--
Socioeconomically Disadvantaged	11	575	257	44.7	55	31	11	3
English Learners	11	575	34	5.9	79	18	0	0
Students with Disabilities	11	575	62	10.8	94	5	0	0
Foster Youth	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 and the community are very supportive of the education program at Yucaipa High School. The PTSO and Booster Clubs have made generous contributions of time and money to numerous programs and activities.

Parents are encouraged to be involved in their child's education through volunteering, as well as attending school-wide events such as Back-to-School Night, Parent Information Nights (four), financial aid workshops, Ninth Grade Welcome Night, ELAC, GATE and various student performances and co-curricular activities. Parents are kept informed of school activities through quarterly newsletters, the school's website, regular bulletins throughout the year, and a "Blackboard Connect" calling system.

Parents who wish to volunteer or participate in Yucaipa High School's leadership teams, school committees, and/or school activities may call the school's office at (909) 797-0106. The following information is posted on Yucaipa High School's website at yucaipahigh.com.

Athletic Booster Clubs - Mark Anderson
 Back to School Night - Lora Grisafe
 Band Booster Club - Robert Presler
 ELAC - Heather Seaton
 Financial Aide Workshops - Counseling

GATE – Heather Seaton
 Parent Information Nights - Counseling
 PTSO - Heather Seaton
 Schedule Pick Up - Debbie Palluth
 School Site Council – Julie Beck
 WASC - Shad Kirkland

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

Yucaipa High School is a closed campus. During the school day the entrance is secured to ensure that visitors follow proper procedures while visiting the campus. Identification is checked and vehicle license plates are recorded. Visitors are required to check in at the Administration Office and wear a visitor badge through the duration of their stay at the site. The Comprehensive School Safety Plan was developed by the district to comply with Senate Bill 187 (SB187) in 1997. The plan is reviewed and updated annually, approved by the site's leadership team organizations, and by all school site parent organizations. Its purpose is to ensure a safe and orderly learning environment.

The plan includes the current status of school crime, appropriate programs and strategies that provide school safety, child abuse reporting procedures and training, sexual harassment policy, reporting and investigation processes, school-wide dress code, safe ingress and egress of pupils, parents, and school employees, discipline procedures, hate crime policies and procedures, and disaster procedures. The Comprehensive School Safety Plan was last reviewed and adopted by the School Site Council on September 20, 2013. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify the staff prior to their arrival. Campus monitors provide supervision of students prior to the start of school, during the school day to include passing periods and lunch, and after school.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.63	3.43	3.72
Expulsions Rate	0.04	0.21	0.24
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	N/A	Yes	Yes
Met Graduation Rate	Yes	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	24	29	27	42	23	30	12	14	20	64	61	56
Math	26	29	28	28	15	24	15	24	8	55	47	60
Science	27	28	29	15	14	11	35	24	29	21	30	30
SS	24	29	25	38	16	28	10	9	18	57	57	40

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	3
Average Number of Students per Staff Member	
Academic Counselor	451

* 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	5562	836	4726	70997
District	♦	♦	6050	\$74,535
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-21.9	-2.9
Percent Difference: School Site/ State			0.8	4.8

* 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

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	44	24	32	45	38	17
Male	51	21	28	46	35	19
Female	35	28	37	43	42	15
Black or African American	45	27	27	55	45	
Hispanic or Latino	59	19	22	54	33	12
White	33	29	38	39	41	20
Two or More Races				27	45	27
Socioeconomically Disadvantaged	61	21	18	57	31	13
English Learners	91	7	2	84	14	2
Students with Disabilities	91	8	1	90	5	5

* 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			
Yucaipa High School	2012-13	2013-14	2014-15
English-Language Arts	58	55	56
Mathematics	57	53	55
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)			
Yucaipa High School	2011-12	2012-13	2013-14
Dropout Rate	4.00	1.80	3.90
Graduation Rate	94.13	95.84	94.59
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	1,634
% of pupils completing a CTE program and earning a high school diploma	94%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	94%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	88.85	92.54	84.6
Black or African American	85.71	91.67	76
American Indian or Alaska Native	60	83.33	78.07
Asian	100	100	92.62
Filipino	100	100	96.49
Hispanic or Latino	85.31	89.77	81.28
Native Hawaiian/Pacific Islander	66.67	100	83.58
White	91.27	94.1	89.93
Two or More Races	71.43	87.5	82.8
Socioeconomically Disadvantaged	66.67	68.63	61.28
English Learners	60	60.53	50.76
Students with Disabilities	92.14	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	97.02
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	34.41

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	6	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	4	♦
Science	2	♦
Social Science	10	♦
All courses	24	.7

* Where there are student course enrollments.

Career Technical Education Programs

Carl D. Perkins Career Technical Education Act

Yucaipa High School's Career Technical Education Program is a combination of CRY-ROP, Project Lead the Way (STEM), and Perkins derived courses. Yucaipa High School works closely with CRY-ROP to establish and maintain ROP courses on campus. In 2011-2012, Yucaipa High School received another grant to support the expansion of our Project Lead the Way (STEM) program. This money was used to add two additional courses in order to complete a four year sequence. Our Perkins classes were derived from the Carl D. Perkins Career Technical Education Act (Perkins). Perkins was originally authorized in 1984, and most recently reauthorized in October of 2006. States that receive Perkins block grants are required to follow a strict criteria established by the state of California, in accordance with the stipulations of the federal law.

The purpose of the CTE program is to provide students with the academic and technical skills needed to succeed in a knowledge and skills-based economy. These classes support career and technical education that prepares students both for postsecondary education and the careers of their choice. Yucaipa High School CTE programs and local funds generally are to be used for the following types of activities in career-technical programs:

- Serving as a catalyst for change by driving program improvement
- Developing a strong accountability system that ensures quality and results
- Strengthening the integration of academic, career and technical education
- Ensuring access to career and technical education for special populations, including students with disabilities
- Developing and improving curricula
- Purchasing equipment to ensure that the classrooms have the latest technology
- Providing career guidance and academic counseling services
- Providing professional development and technical assistance for teachers, counselors and administrators
- Supporting career and technical education student organizations (pathways, technology classes, etc.)

CTE classes offered at Yucaipa High School are all ROP classes, Multi-Media Productions, Computer Graphic Design, Digital Publishing, Desktop3D, Photography, Introduction to Design, Principles of Engineering, and Architectural Design. Yucaipa High School continues to work collaboratively with ROP, Project Lead the Way, and Perkins to build future CTE courses.

Each year we meet as a CTE Team to expand and improve the school's CTE programs. This year, the team is focusing on increasing class numbers and pathways, updating equipment, recruiting students from special populations, strengthening the current pathways, and retaining students in the program.

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.