

Yucaipa High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Yucaipa High School
Street	33000 Yucaipa Boulevard
City, State, Zip	Yucaipa, CA 92399
Phone Number	(909) 797-0106
Principal	Daniel Gervais
Email Address	daniel_gervais@ycjUSD.us
School Website	https://yhs.yucaipaschools.com
County-District-School (CDS) Code	36-67959-3638509

2023-24 District Contact Information

District Name	Yucaipa-Calimesa Joint Unified School District
Phone Number	(909) 797-0174
Superintendent	Cali Binks
Email Address	cali_binks@ycjUSD.us
District Website	www.yucaipaschools.com

2023-24 School Description and Mission Statement

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. 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

2023-24 School Description and Mission Statement

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.yhs.yucaipaschools.com.

Yucaipa High School, which operates on a traditional calendar, educates students in grades nine through twelve. The school opened in 1966. Student body demographics are illustrated.

Welcome to T-Bird Nation!

Dan Gervais
Principal

DISTRICT PROFILE

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

SUPERINTENDENT'S MESSAGE

Dear Yucaipa-Calimesa Partners in Education,

The Yucaipa-Calimesa Joint Unified School District takes great pride in its role of serving the families residing in Yucaipa and Calimesa. Our mission is rooted in effecting positive change in the lives of each child while fostering a collaborative educational partnership with our families. Dedicated to prioritizing student health and well-being, our highly committed staff delivers a robust academic curriculum complemented by an array of clubs and programs designed to align with diverse student interests, thereby promoting a high level of engagement. We are steadfast in our commitment to offering a wide spectrum of high-quality services and programs within a secure and nurturing environment.

We extend a warm invitation for your active participation in your child's educational journey. We seek to forge a close alliance with parents and guardians, and there exist myriad avenues through which you can enhance your child's educational experience, both within and beyond the classroom. Our principals and your child's teachers are available to guide you in volunteering on campus or in class. The Family Learning Center, which offers a variety of classes detailed on our website, serves as a valuable resource to support you in acquiring effective strategies for engaging with your children across all grade levels, from TK to 12. Additionally, sharing your thoughts and feedback on our educational programs is highly encouraged.

Numerous channels are at your disposal to keep us apprised of your perspectives on our performance and suggestions for enhancing your child's experience within our District. While we formally solicit feedback a few times each year, we welcome your input at any time. We highly value every comment submitted through the online form on our website, act upon every anonymous report received through STOPit, and respond to each email promptly. We firmly believe that through effective two-way communication, we can transform our District into a second home for each of our students.

As your Superintendent, my goal is to ensure that every student has access to high-quality instruction, learns in safe and well-maintained schools, that financial resources are judiciously allocated to meet the diverse needs of each student, and that our graduates are equipped for success.

Should you have any inquiries regarding the School Accountability Report Card, please do not hesitate to reach out to your school site principal or contact the District Office.

Sincerely,

2023-24 School Description and Mission Statement

Cali Binks
Superintendent
Yucaipa-Calimesa Joint Unified School District

<https://www.yucaipaschools.com/>

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	744
Grade 10	711
Grade 11	726
Grade 12	649
Total Enrollment	2,830

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.2%
American Indian or Alaska Native	0.4%
Asian	1.3%
Black or African American	1.3%
Filipino	0.5%
Hispanic or Latino	47.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.7%
White	47.1%
English Learners	6.3%
Foster Youth	0.5%
Homeless	1.9%
Socioeconomically Disadvantaged	56.7%
Students with Disabilities	15.6%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	94.80	82.24	364.60	88.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.24	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	0.80	7.50	1.82	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	2.09	7.20	1.75	12115.80	4.41
Unknown	17.10	14.85	32.70	7.93	18854.30	6.86
Total Teaching Positions	115.20	100.00	413.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	104.50	84.59	388.60	87.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	0.70	3.00	0.69	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	2.63	14.50	3.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.20	5.05	15.50	3.50	11953.10	4.28
Unknown	8.60	7.02	22.50	5.08	15831.90	5.67
Total Teaching Positions	123.50	100.00	444.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.60
Misassignments	0.90	2.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	3.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.60
Local Assignment Options	2.40	4.50
Total Out-of-Field Teachers	2.40	6.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.1	0.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 29, 2023, 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.

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 (YHS) 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.

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections (9-12) Houghton-Mifflin-Harcourt (2016)	Yes	0
Mathematics	Pre-Calculus (10-12) Pearson Prentice Hall (2009)	Yes	0
	Financial Algebra (9-12) Cengage Learning (2018)		
	Integrated Math 1-3 (9-12) National Geographic Learning/Cengage (2019)		
	Understanding a World of Data: Statistics in Action (11-12) Key Curriculum Press (2007)		
Science	Experience Biology (9-12) Pearson/SAVVAS (2022)	Yes	0
	Experience Chemistry (9-12) Pearson/SAVVAS (2022)		
	Physics in the Universe (9-12) Houghton-Mifflin-Harcourt (2022)		
	Conceptual Physics (9-12) Prentice Hall (2011)		

	Essentials of Human Anatomy & Physiology (9-12) Pearson/Benjamin-Cummings (2008)		
History-Social Science	Patterns of Interaction (10-12) McDougal Littell (2007) Americans: Reconstruction to the 21st Century (10-12) McDougal Littell (2007) Democracy in Action (12) Glencoe/McGraw-Hill (2007) Principles and Practice (12) Glencoe/McGraw-Hill (2007) Psychology: Principles in Practice (9-12) Holt McDougal (2010)	Yes	0
Foreign Language	Chemins 1-4 (9-12) Vista Higher Learning (2022) Senderos 1-3 (9-12) Vista Higher Learning (2022)	Yes	0

School Facility Conditions and Planned Improvements

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.

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.

Year and month of the most recent FIT report	12/27/23
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Q-207, O-9, O-7, O-14, L-7, M-201, M-203, replace stained or broken ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Q boys and girls RR, MPR Kitchen, MPR, Drama RR, O-1,3,5,7,8,9 G-102,105, P-6, Change light bulbs
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Q boys RR sink not working, P bldg boys exterior RR sink not working, girls RR 3rd stall toilet neck leaking, O portable RR girls toilet not working and left side sink not working, A bldg exterior RR last faucet handle sticks
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54	59	44	44	47	46
Mathematics (grades 3-8 and 11)	23	24	30	32	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	649	634	97.69	2.31	58.73
Female	311	302	97.11	2.89	67.56
Male	337	331	98.22	1.78	50.61
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	60.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	304	298	98.03	1.97	51.01
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	66.67
White	303	295	97.36	2.64	66.33
English Learners	38	38	100.00	0.00	2.63
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	29.41
Military	77	75	97.40	2.60	54.67
Socioeconomically Disadvantaged	364	354	97.25	2.75	51.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	93	100.00	0.00	17.20

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	649	625	96.30	3.70	24.24
Female	311	298	95.82	4.18	19.53
Male	337	326	96.74	3.26	28.31
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	304	295	97.04	2.96	18.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	15.38
White	303	292	96.37	3.63	29.90
English Learners	38	34	89.47	10.53	0.00
Foster Youth	--	--	--	--	--
Homeless	17	15	88.24	11.76	7.14
Military	77	75	97.40	2.60	14.67
Socioeconomically Disadvantaged	364	346	95.05	4.95	19.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	88	94.62	5.38	5.75

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	26.84	29.96	25.09	25.70	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1257	1235	98.25	1.75	30.06
Female	614	603	98.21	1.79	27.41
Male	642	631	98.29	1.71	32.49
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	40.91
Black or African American	15	14	93.33	6.67	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	581	576	99.14	0.86	23.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	17.39
White	608	592	97.37	2.63	36.82
English Learners	75	74	98.67	1.33	1.35
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	28.00
Military	132	132	100.00	0.00	16.79
Socioeconomically Disadvantaged	684	672	98.25	1.75	24.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	179	175	97.77	2.23	8.00

2022-23 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 Auto Tech 1-3, Multi-Media Productions, Construction, Computer Graphic Design, Criminal Justice, Digital Publishing, Desktop3D, Emergency Medical Response, Photography, Introduction to Design, Principles of Engineering, Virtual Enterprise 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	741
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.16
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	51.2

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.8	96.6	96.4	96.4	94.4

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 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, Community Cabinet and various student performances and co-curricular activities. Parents are kept informed of school activities through parent square postings, the school's website, and regular bulletins throughout the year.

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 yhs.yucaipaschools.com.

Athletic Booster Clubs - Matt Carpenter
 Back to School Night - Lora Grisafe
 Band Booster Club - Robert Presler

2023-24 Opportunities for Parental Involvement

ELAC - Kevin Lewis
 Financial Aide Workshops - Karen Brossia
 GATE – Dustin Howard
 Parent Information Nights - Counseling
 PTSO - Valerie Garza
 Schedule Pick Up - Amber Emon
 School Site Council – Dan Gervais
 Community Cabinet- Dan Gervais

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.3	1.4	1.8	4.2	3.3	6.3	9.4	7.8	8.2
Graduation Rate	97	96.6	96.9	89	93.9	92.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	617	598	96.9
Female	309	303	98.1
Male	308	295	95.8
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	282	270	95.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	306	300	98.0
English Learners	42	39	92.9
Foster Youth	--	--	--
Homeless	21	18	85.7
Socioeconomically Disadvantaged	405	389	96.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	100	88	88.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2955	2898	742	25.6
Female	1432	1410	374	26.5
Male	1517	1482	367	24.8
Non-Binary	6	6	1	16.7
American Indian or Alaska Native	11	11	3	27.3
Asian	38	38	7	18.4
Black or African American	41	40	12	30.0
Filipino	14	14	2	14.3
Hispanic or Latino	1411	1373	379	27.6
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	51	50	17	34.0
White	1373	1356	316	23.3
English Learners	206	201	71	35.3
Foster Youth	21	17	10	58.8
Homeless	75	67	30	44.8
Socioeconomically Disadvantaged	1720	1680	529	31.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	464	453	164	36.2

C. Engagement

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.14	4.44	5.08	0.18	3.63	3.86	0.20	3.17	3.60
Expulsions	0.00	0.17	0.14	0.00	0.13	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.08	0.14
Female	2.86	0.14
Male	7.19	0.13
Non-Binary		
American Indian or Alaska Native	9.09	0
Asian	0	0
Black or African American	12.2	0
Filipino	0	0
Hispanic or Latino	5.74	0.07
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.52	0.22
English Learners	7.77	0
Foster Youth	9.52	0
Homeless	6.67	0
Socioeconomically Disadvantaged	6.57	0.17
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.27	0

2023-24 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. California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school to develop and maintain a Comprehensive School Safety Plan (CSSP) designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. Designated stakeholders are required to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects. The law requires that each school update and adopt its CSSP by March 1 annually. All CSSPs are in compliance with EC 32280-32289.5, as applicable.

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 January 19, 2023. 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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	99	50	27
Mathematics	21	72	31	42
Science	19	52	35	18
Social Science	19	83	38	27

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	60	46	30
Mathematics	23	45	46	31
Science	22	39	29	22
Social Science	24	42	28	37

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	68	29	47
Mathematics	25	34	52	24
Science	26	25	24	27
Social Science	25	34	29	38

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	353.75

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8787	1870	6917	105112
District	N/A	N/A	15242	\$90,798
Percent Difference - School Site and District	N/A	N/A	-75.1	15.5
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	4.8	23.4

Fiscal Year 2022-23 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 2022-23 school year, the district received Federal and State aid for categorical, special education, and other support programs including:

- Title I-A
- Title II-A
- Title III LEP
- Title III A Immigrant
- Title IV
- Perkins Grant
- LCAP
- Learning Recovery Emergency Block Grant
- Arts, Music, Instructional Materials Block Grant
- Prop 28 funds
- ESSER II & III Funds

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,012	\$54,190
Mid-Range Teacher Salary	\$89,090	\$85,111
Highest Teacher Salary	\$113,738	\$104,999
Average Principal Salary (Elementary)	\$144,974	\$132,492
Average Principal Salary (Middle)	\$152,813	\$140,987
Average Principal Salary (High)	\$161,818	\$153,884
Superintendent Salary	\$240,853	\$255,503
Percent of Budget for Teacher Salaries	32.76%	32.09%
Percent of Budget for Administrative Salaries	3.16%	5.25%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	21.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	13
Fine and Performing Arts	1
Foreign Language	2
Mathematics	7
Science	3
Social Science	19
Total AP Courses Offered Where there are student course enrollments of at least one student.	47

Professional Development

The district offers numerous professional development (PD) opportunities where administrators, certificated staff and classified staff members are offered a broad-based variety of professional growth topics in curriculum, instructional strategies, methodologies, wellness, and various other areas. Professional development topics are developed through needs identified utilizing staff surveys, curriculum adoption cycles, data analysis (site and district level), and current educational research.

In the school year reported here (2022-23), PD was provided to support Next Generation Science Standards (NGSS) curriculum adoption (K-12), Transitional Kindergarten (TK) Planning and Curriculum adoption, English Language Development training to support Newcomer ELs at the secondary level, AVID at the secondary level, Literacy Instruction through Orton Gillingham training and Heggerty resources at the elementary level, Common Formative Assessment (CFA) standards calibration and data analysis protocols (ELA and Math), Grade Level and Subject specific Collaboration Days to focus on curriculum alignment and instructional strategies, and TEL (Teaching Effective Learning) at two schools. Additionally, the district continued support for on-demand individual PD through the use of the Alludo platform (ongoing level training) and included a focus on wellness for employees at all levels.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	45	62	68