

Bill E. Young Middle School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Bill E. Young Middle School
Street	220 S. International Blvd.
City, State, Zip	Calipatria, CA 92233
Phone Number	(760) 348-2842
Principal	Virginia Calsada-Medina
E-mail Address	vcalsada_medina@calipat.com
Web Site	bmys.calipatriahornets.org
CDS Code	13 - 63107 - 6008395

District Contact Information	
District Name	Calipatria Unified School District
Phone Number	(760) 348-2892
Superintendent	Douglas Kline
E-mail Address	dkline@calipat.com
Web Site	calipatriahornets.org

School Description and Mission Statement (Most Recent Year)

The mission of Bill E. Young, Jr. Middle School, a learning community with a tradition of high expectations, is to ensure an educational experience where students achieve their academic, personal and social potential through a system of learning distinguished by:

- A comprehensive and rigorous curriculum.
- A school environment of responsibility, service, respect, and trust.
- A variety of academic and social support programs and interventions.
- A partnership with family and community.
- A celebration of individual and school-wide achievement.
- A technology rich environment.

Virginia Calsada-Medina,
PRINCIPAL

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 5	82
Grade 6	90
Grade 7	94
Grade 8	104
Total Enrollment	370

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.3
Hispanic or Latino	85.1
Native Hawaiian or Pacific Islander	0.0
White	10.8
Two or More Races	0.5
Socioeconomically Disadvantaged	77.0
English Learners	33.8
Students with Disabilities	7.8

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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	18	19	18	64
Without Full Credential	0	0	1	6
Teaching Outside Subject Area of Competence (with full credential)	5	6	5	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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 (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.63	4.37
High-Poverty Schools in District	95.63	4.37
Low-Poverty Schools in District	0.00	0.00

Note: 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 2014-15)

Year and month in which data were collected: October, 2014

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Reading Street Adopted in 2010 Pearson Language Central Adopted in 2010 McDougal Littell, Reading & Language Arts Adopted in 2005	Yes	0
Mathematics	California Math by Houghton Mifflin Adopted in 2008 Glencoe/McGraw-Hill, California Mathematics 6 and 7 Adopted in 2008 Glencoe/McGraw-Hill, CA Algebra I and Alg. Readiness Adopted in 2008 Glencoe/McGraw-Hill, CA Algebra I and Alg. Readiness Adopted in 2008	Yes	0
Science	Pearson Prentice Hall California Science Explorer Adopted in 2007 MacMillan/McGraw Hill, California Science Adopted in 2007	Yes	0
History-Social Science	Houghton Mifflin History-Social Science Adopted in 2006 McDougal Littell, California Social Studies Adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is maintained in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 76 and 100 percent on the 15 categories of our evaluation. With an overall average school rating of 8 categories at 96% (90-98.99%) and school rating of Good.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 24, 2014				
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]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	No clock in room 14 and 20. Cracked electrical plate in Room 13. Data outlet plate not mounted. Spring maintenance will evaluate clock replacement.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Room 15 is missing cap on fountain. Drinking fountain in Room 9 leaks. No water pressure on sink/fountain in Room 20. Adjust water pressure on room 4, 17 and 18. Work order will be completed and repairs scheduled for Spring 2015.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No pressure in fire extinguisher for Room 1. Replace in Winter, 2015.
Structural: Structural Damage, Roofs	[X]	[]	[]	Hairline crack on east wall in room 5. Continue monitoring as part of regular maintenance.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	63	64	55	58	59	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	55
Male	55
Female	54
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	54
Native Hawaiian or Pacific Islander	
White	73
Two or More Races	
Socioeconomically Disadvantaged	45
English Learners	33
Students with Disabilities	
Students Receiving Migrant Education Services	43

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42	50	51	47	52	51	54	56	55
Mathematics	50	53	50	47	44	50	49	50	50
History-Social Science	46	53	44	57	58	44	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	5	5
Similar Schools	9	9	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		24	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		23	15
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged		49	2
English Learners		-9	35
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.9	22.0	17.1
7	22.1	20.0	22.1

Note: 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.

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 (Most Recent Year)

Family: The Bill E. Young, Jr. Middle School uses site and various community resources to assist students and their family. The School Site Council/ English Learner Advisory Committee receives reports on overall student assessment results in all academic areas and communicates the results to the entire school community. The SSC/ELAC also advises on the improvement of school programs. The principal and categorical counselor maintains a proactive relationship with families to promote student achievement and regular school attendance. Their efforts include home visitations and personal communications. The family is kept informed about school activities, calendar of events, and academic progress on a regular basis via school-to-home communications throughout the year.

School: BYMS students are provided an agenda planner at the beginning of the school year to provide them with school procedures and assist them in their academic endeavors. The Site Plan for Student Achievement serves as a guide for site staff to coordinate state and federal programs that support student achievement. Student achievement is the first and foremost priority of our staff.

District: BYMS collaborates and coordinates support services for student achievement with district staff on an ongoing basis. District Centralized Services staff provides technical assistance for state accountability, as well as staff professional development to support a standards-based core curriculum. The district board and administration will ensure that BYMS participates in all state standards-based assessments.

Community: BYMS works closely with community agencies to provide information to address the diverse needs of all students. Community organizations are able to promote their community events on campus. Little League, 4-H, and PAL are among the many programs that utilize BYMS resources.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	9.9	9.8	12.2	13.9	10.9	6.5	0.6	5.1	4.4
Expulsions	1.4	0.7	0.3	5.7	0.2		0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

It is Bill E. Young Middle School's goal to provide a safe, learning environment in which all students have access to a rigorous, grade-level curriculum and support for student growth and success.

We adhere to the three core beliefs that form the underpinnings of providing a safe school:

1. Everyone deserves to be respected, no matter their ethnic background, their age, their gender, their abilities.
2. Students, staff, parents, and community members have a stake in the school's success and a role to play in keeping it safe.
3. The school plays many roles and functions, it is a place to learn, a multi-service center that provides student and community services well beyond the traditional school day and beyond the scope of academic learning, a place where staff takes pride in their work and knows that they make a difference.

BYMS implements a strong and active Character Education Program and promotes student involvement and achievement, through school sponsored programs, recognition, enrichment and supplemental programs. The After School Program helps to provide a safe and learning environment for students after school hours. Implementation of WEB, (Where Everyone Belongs), trained student leaders to help mentor and transition 5th graders, to help reduce student conflicts, and improve student attendance. Fire and disaster drills are held regularly and as prescribed by law with emphasis of locking down and reunification of students with parents. School has well established procedures and supports that ensure schools safety which include Staff Campus Supervision schedule for before and after school, campus designated loading and unloading zones, voice over internet protocol phone system, security alarm in all classrooms and campus buildings, all phones access to outside lines, requiring guests to sign in and out of office, maintenance staff available on site until 6 p.m. and staff training in CPR, Child Abuse Mandated Reporting, and SIMS/NIMS federal disaster response. In addition, our school has developed a collaborative working relationship with local agencies (Calipatria Police Department, ICOE, Calipatria Fire Department) to ensure a safe and orderly school and neighborhood.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement*	Year 3	
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	50.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
5	29.9	0	15	0	24	5	20	1	19	21	8	2
6	24.4	3	20	0	19	10	23		20	7	22	2

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.8	11	10	0	24	11	10		24	9	13	
Mathematics	20.3	8	4	0	22	6	6		22	6	6	
Science	23	5	2	0	26	3	5		25	1	7	
Social Science	23.9	4	4	0	25	4	3	1	25	4	4	

Note: 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 (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	370
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5,045	1,389	3,656	\$73,170
District	---	---	6,019	\$59,320
Percent Difference: School Site and District	---	---	-39.3	23.3
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	-22.0	26.3

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Bill Young Middle School offers general and categorical funded services. Resources utilized to support staff include general, LCFF, Title One, Title II, Title III, Special Education, Migrant, and ASES. Additional funds from Lottery and Common core supported services in 13-14.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,863	\$38,152
Mid-Range Teacher Salary	\$61,149	\$55,573
Highest Teacher Salary	\$74,779	\$71,908
Average Principal Salary (Elementary)	\$96,603	\$87,660
Average Principal Salary (Middle)	\$103,571	\$92,424
Average Principal Salary (High)	\$109,747	\$93,606
Superintendent Salary	\$124,217	\$116,538
Percent of Budget for Teacher Salaries	38	34
Percent of Budget for Administrative Salaries	8	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

All staff (19 instructors) employed at BYMS for 2013-2014 was NCLB Compliant or HOUSS. In coordination with the District, the staff at the Bill E. Young, Jr. Middle School site has several opportunities for staff development. A weekly staff planning day each Wednesday is designed for school site staff training, district articulation opportunities, and grade level planning. Bill E. Young, Jr. Middle School staff have prioritized this time to sustain training on Character Education, Site Discipline, EL goals, calibration of instruction to grade-level standards, and developing standards-based assessments. The school site principal serves as a site liaison to coordinate district wide and when necessary site-based staff development opportunities. An annual district wide professional development survey is conducted to assist the district in planning and prioritizing professional development trainings. In addition, progress monitoring of student achievement lends itself to the utilization of data to drive changes in instructional practices to improve student achievement. Staff is trained in SB472 and Gateway for Math, Language Arts, and English Language Development. ELA and Math staff utilize DataDirector for assessment. Opportunities to train staff to utilize technology in the classroom are supported to provide additional learning experiences for students and when necessary, provide differentiated instructional services.

Bill E. Young, Jr. Middle School staff has prioritized grade level planning as an integral component to the district's Wednesday planning block. Staff is also encouraged to attend conferences and workshops to support the overall curriculum practices at the site. Time is allotted for teachers to share knowledge from conferences and trainings with other teachers at the weekly planning meetings. Master schedule is designed to facilitate common prep period for all grade 5 and 6 staff.