

Bill E. Young Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, 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 principal or the district office.

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 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).

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.

About This School

Contact Information (School Year 2016-17)

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	www.byms.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 (School Year 2016-17)

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 5	92
Grade 6	88
Grade 7	80
Grade 8	94
Total Enrollment	354

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0
Asian	0
Filipino	0.3
Hispanic or Latino	88.4
Native Hawaiian or Pacific Islander	0
White	9
Two or More Races	0.8
Socioeconomically Disadvantaged	84.2
English Learners	39
Students with Disabilities	9.9
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	13	16	58
Without Full Credential	0	7	4	9
Teaching Outside Subject Area of Competence (with full credential)	5	5	5	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.9	5.2
All Schools in District	91.2	8.9
High-Poverty Schools in District	91.2	8.9
Low-Poverty Schools in District	0.0	0.0

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 2016-17)

Year and month in which data were collected: October 2016

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys, Grade 5 & 6 Adopted in 2016 Houghton Mifflin Harcourt California Collections, Grade 7 & 8 Adopted 2016	Yes	0
Mathematics	My Math by McGraw-Hill Adopted in 2015 California Math Course 1, 2, 3 by McGraw-Hill Adopted in 2015	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 50 to 100 percent on the 15 categories of our evaluation. With an overall average school rating of 8 categories at 93.75% (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 of the most recent FIT report: November 1, 2016				
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			Noted that overall cleanliness could be cleaner. Address with routine maintenance.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 1, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			Hairline crack on east wall in room 5. Hairline crack on east and west corners of Room 6. Continue monitoring as part of regular maintenance.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Grounds are not watered enough, no effort to make better. Site admin to address with maintenance.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 1, 2016				
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] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	30	34	33	37	44	48
Mathematics	19	18	24	24	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	5	93	89	95.7	32.6
	6	90	84	93.3	28.6
	7	89	83	93.3	30.1
	8	99	95	96.0	44.2
Male	5	50	49	98.0	32.6
	6	48	45	93.8	22.2
	7	50	49	98.0	20.4
	8	58	56	96.5	39.3
Female	5	43	40	93.0	32.5
	6	42	39	92.9	35.9
	7	39	34	87.2	44.1
	8	41	39	95.1	51.3
Hispanic or Latino	5	85	82	96.5	30.5
	6	80	75	93.8	29.3
	7	77	72	93.5	30.6
	8	82	80	97.6	48.8
White	8	15	13	86.7	23.1
Socioeconomically Disadvantaged	5	76	72	94.7	26.4
	6	77	72	93.5	27.8
	7	77	74	96.1	28.4
	8	82	78	95.1	38.5
English Learners	5	41	38	92.7	15.8
	6	37	33	89.2	24.2
	7	35	34	97.1	2.9
	8	32	32	100.0	28.1
Students with Disabilities	6	11	11	100.0	
	8	12	12	100.0	
Students Receiving Migrant Education Services	5	28	27	96.4	22.2
	6	32	31	96.9	29.0
	7	30	30	100.0	26.7
	8	37	37	100.0	43.2

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	5	93	89	95.7	21.4
	6	90	87	96.7	19.8
	7	89	83	93.3	15.7
	8	89	83	93.3	15.7
Male	5	50	49	98.0	26.5
	6	48	45	93.8	17.8
	7	50	49	98.0	14.3
	8	50	49	98.0	14.3
Female	5	43	40	93.0	15.0
	6	42	42	100.0	21.9
	7	39	34	87.2	17.6
	8	39	34	87.2	17.6
Hispanic or Latino	5	85	82	96.5	21.9
	6	80	78	97.5	20.8
	7	77	72	93.5	16.7
	8	77	72	93.5	16.7
Socioeconomically Disadvantaged	5	76	72	94.7	16.7
	6	77	74	96.1	17.8
	7	77	74	96.1	13.5
	8	77	74	96.1	13.5
English Learners	5	41	38	92.7	5.3
	6	37	36	97.3	14.3
	7	35	34	97.1	
	8	35	34	97.1	
Students with Disabilities	6	11	11	100.0	
Students Receiving Migrant Education Services	5	28	27	96.4	22.2
	6	32	32	100.0	25.0
	7	30	30	100.0	16.7
	8	30	30	100.0	16.7

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	54	61	44	62	62	46	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	192	185	96.4	44.3
Male	108	105	97.2	48.6
Female	84	80	95.2	38.8
Hispanic or Latino	167	163	97.6	43.6
White	21	19	90.5	47.4
Socioeconomically Disadvantaged	158	151	95.6	38.4
English Learners	73	70	95.9	18.6
Students with Disabilities	18	18	100.0	38.9
Students Receiving Migrant Education Services	65	64	98.5	35.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.5	29.5	12.5
7	18.3	15.9	26.8

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 (School Year 2016-17)

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.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	12.2	11.1	9.0	6.5	5.6	5.2	4.4	3.8	3.7
Expulsions	0.3	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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, assembly protocols and procedures, cafeteria protocols and procedures, 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, Calipatria Fire Department, IC Sheriff Department, IC District Attorney Office, IC Behavioral Health, 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.

Federal Intervention Program (School Year 2016-17)

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	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	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	24	9	13		20	15	7	1	21.25	5	11	0
Mathematics	22	6	6		20	9	3		18.2	7	2	
Science	25	1	7		25	3	4		24	2	5	0
Social Science	25	4	4		25	2	5		23.4	1	6	0

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	350
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values 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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,612	\$1,419	\$5,193	\$66,458
District	N/A	N/A	6,019	\$64,378
Percent Difference: School Site and District	N/A	N/A	-13.7	3.2
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	-8.5	9.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

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 15-16.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,544	\$40,430
Mid-Range Teacher Salary	\$67,093	\$58,909
Highest Teacher Salary	\$82,047	\$77,358
Average Principal Salary (Elementary)	\$111,572	\$94,634
Average Principal Salary (Middle)	\$113,523	\$97,839
Average Principal Salary (High)	\$120,364	\$100,453
Superintendent Salary	\$134,705	\$123,728
Percent of Budget for Teacher Salaries	37%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

All staff (20 instructors) employed at BYMS for 2015-2016 was NCLB Compliant or HOUSSSE. 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 to support new and current current curriculum, especially in math and English Language Arts/ELD. ELA and Math staff utilize DataDirector for assessment, as well as publisher assessment tools. In addition, ongoing training to support state testing, common core standards and technology use in instruction and learning. 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.