



# Yolo Middle School

901 Hoyer Road • Newman • 2098622984 • Grades 6-8

Eva Luna, Principal  
eluna@nclugd.k12.ca.us  
<http://yolo.nclugd.org/>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Newman-Crows Landing Unified

#### School District

1223 Main street  
Newman, CA 95360  
(209) 862-2933  
[www.nclugd.k12.ca.us](http://www.nclugd.k12.ca.us)

#### District Governing Board

Janice Conforti President  
RoseLee Hurst, Clerk  
Paul Wallace  
Tim Bazar  
Vernon Snodderly

#### District Administration

Randy Fillpot  
**Superintendent**  
Dave Kline  
**Director of Human Resources**  
Kim Bettencourt  
**Director of Curriculum and Instruction**  
Alyssa Souza  
**Director of Student Services**  
Caralyn Mendoza  
**Director of Fiscal Services**  
Matt Vargas  
**Director of Maintenance and Operations**

### School Description

Yolo Middle School houses 701 students in grades 6, 7 and 8, and is a School-Wide Title 1 school. English Learners make up 36% of our enrollment, 60% are low socioeconomic and 12% are Special Education. Students are provided with many opportunities to grow emotionally, academically, and socially. Academically students are engaged in a learning environment which utilizes standards based curriculum, technology and variety of digital resources. In addition, students are offered a variety of special area courses; including Physical Education, Band, Choir, Student Council, Yearbook/Journalism and Social Skills. There are also a number of extra-curricular activities for our students that include; interscholastic athletics, color guard, Hispanic Youth Leadership Club, JvPhast Club, as well as our award winning after school program. We have a full time counselor who coordinates small groups as well as individual time with students to address social and academic needs. There are two learning directors who support students academically with study skills, organization and other student needs based on student, staff and parent input. The education programs at Yolo are tailored to meet the needs of our diverse community which includes a student population of 77% Hispanic and 19% Caucasian. Yolo staff believes that all learners must become:

\*Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information.

\*Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth.

\*Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.

\*Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others.

\*Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, risk taking, and critical evaluation.

As we move forward this year will focus on the following areas: Literacy across all content areas, Technology Integration, Math Improvement, Facilities that are safe and welcoming, and Positive Relationships with/between parents, students, teachers and administration.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	227
Grade 7	214
Grade 8	250
<b>Total Enrollment</b>	<b>691</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	0.4
Filipino	0.4
Hispanic or Latino	76.8
Native Hawaiian or Pacific Islander	0.4
White	17.9
Two or More Races	2.5
Socioeconomically Disadvantaged	73.8
English Learners	32.1
Students with Disabilities	10
Foster Youth	0.1

## 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.

Teacher Credentials			
Yolo Middle School	15-16	16-17	17-18
<b>With Full Credential</b>	31	33	31
<b>Without Full Credential</b>	1	1	1
<b>Teaching Outside Subject Area of Competence</b>	1	0	0
Newman-Crows Landing Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	134
<b>Without Full Credential</b>	♦	♦	15
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Yolo Middle School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGrawHill: StudySync/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Engage New York/2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Physical Science, Earth Science, Life Science Holt Publishers/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Mc Dougal Littell: World History: Ancient Civilization, TCI, History Alive: The U.S. Through Industrialism, History Alive: Medieval World & Beyond/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Glencoe: Asi Se Dice/2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	none
Visual and Performing Arts	none
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/31/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Girls' Locker Room Girls' Restroom: #3 Sewer--3rd toilet is leaking at the vacuum breaker. Library Girls' Restroom: #3 Sewer--First toilet flush is far too long. Estimate of 15 to 20 gallon flush
<b>Interior:</b> Interior Surfaces	X			CR#P1: #4 Interior Surfaces--6 ceiling tiles are water damaged and should be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Library Boys' Restroom: #5 Overall Cleanliness--Light covers are very dirty. Paint peel is visible on the window sills.
<b>Electrical:</b> Electrical	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 8/31/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Amphitheatre Boys' Restroom: #9 Sinks/Fountains--2 of 6 faucets do not function. Supply hose is crimped and should be replaced. Cafeteria Girls' Restroom: #9 Sinks/fountains--1 of 3 faucets does not function.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			CR#C14: #11 Hazardous materials--Items labeled "Keep Out of Reach of Children" are stored under the sink.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	43	55	39	46	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	42	40	41	41	48	48
<b>Math</b>	23	22	24	24	36	37

\* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	13.3	22.4	30.5

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
<b>All Students</b>	227	225	99.1	55.1
<b>Male</b>	97	96	99.0	53.1
<b>Female</b>	130	129	99.2	56.6
<b>Hispanic or Latino</b>	172	170	98.8	52.4
<b>White</b>	46	46	100.0	65.2
<b>Socioeconomically Disadvantaged</b>	136	134	98.5	48.5
<b>English Learners</b>	60	59	98.3	20.3
<b>Students with Disabilities</b>	20	20	100.0	20.0

\* 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. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	701	685	97.72	40.2
<b>Male</b>	364	358	98.35	31.37
<b>Female</b>	337	327	97.03	49.85
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	540	529	97.96	36.74
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	125	120	96	57.5
<b>Two or More Races</b>	18	18	100	44.44
<b>Socioeconomically Disadvantaged</b>	519	507	97.69	35.18
<b>English Learners</b>	338	330	97.63	31.31
<b>Students with Disabilities</b>	67	62	92.54	9.84
<b>Students Receiving Migrant Education Services</b>	16	16	100	31.25
<b>Foster Youth</b>	--	--	--	--

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	701	686	97.86	21.87
Male	364	357	98.08	20.17
Female	337	329	97.63	23.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	540	530	98.15	18.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	125	120	96	35
Two or More Races	18	18	100	33.33
Socioeconomically Disadvantaged	519	508	97.88	17.91
English Learners	338	332	98.22	17.47
Students with Disabilities	67	64	95.52	7.81
Students Receiving Migrant Education Services	16	16	100	18.75
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

### 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 for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to become active in the operations of Yolo Middle School. They are invited to be part of the School Site Council, District English Language Advisory Council, and the Yolo English Language Advisory Council. Monthly Second Cup of Coffee invites parents and local community members to come together and informally meet with the Yolo Administrative team. Parents provide input on agenda topics and outside agencies like the Newman Family Resource Center and El Concilio are invited to share information on available resources for our families. Parents are encouraged to participate in Back-to-School Night and Parent Conferences held in the Fall and Spring. The Newman Crows Landing Unified School District uses PowerAnnounce services to keep parents informed of important meetings and events focused towards the progress of their student's education. Yolo Middle School uses Parent Square to provide parents with information on Yolo events. Student Orientation days are held for students and parents to provide an introduction to the campus and activities at Yolo. Parent information nights are also held for students and parents on topics such as 6th Grade Orientation, Digital Safety, and High School/College readiness.

#### 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.

#### School Safety Plan

Yolo Middle School has a Safe School Plan which was developed by a special committee comprised of administration, certificated staff, classified staff, and parents. The committee meets as necessary to review the appropriateness of the plan. The Safe School Plan is approved annually by the School Site Council and the School Board.

### Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	2.6	5.8	9.0
Expulsions Rate	0.1	0.1	0.3
District	2014-15	2015-16	2016-17
Suspensions Rate	3.0	3.8	6.1
Expulsions Rate	0.2	0.0	0.2
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

#### 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	57.1	

#### Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	.3
Resource Specialist	1.8
Other	0
Average Number of Students per Staff Member	
Academic Counselor	351

\* 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.

#### Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	20	20	18	17	17	20	10	10	13	2	2	
Mathematics	15	15	21	1	1	5			4			
Science	26	26	26	5	5	4	12	12	14			
Social Science	25	25	26	7	7	2	13	13	19			

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Professional Development provided for Teachers

In the past 4 year period teachers have been provided an average of 25 days of professional development. Professional development is provided on early release days, classroom release days, county provided workshops/conferences and after school in-district instructional strategies based workshops. Professional development focuses on on research based instructional strategies to support all learners, New Generation Science Standards, using data to support instructional decisions and technology integration for students and teachers. Teachers are provided classroom release time to collaborate with peers or work with instructional coaches and other support staff on developing their best practices approach, align curriculum and instruction to state standards, or review student data. We have also began a professional development plan for all teachers TK-12 on the transition to the Next Generation Science Standards. We will continue to provide professional development in coming years as we begin to implement the new science standards.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,156	\$44,144
Mid-Range Teacher Salary	\$72,988	\$69,119
Highest Teacher Salary	\$91,403	\$86,005
Average Principal Salary (ES)	\$103,325	\$106,785
Average Principal Salary (MS)	\$100,228	\$111,569
Average Principal Salary (HS)	\$120,519	\$121,395
Superintendent Salary	\$173,448	\$178,104
Percent of District Budget		
Teacher Salaries	35%	34%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Yolo After School Program (ASP) serves approximately 300 students. In ASP students receive homework support, participate in various arts and crafts, use the Yolo fitness room, have access to a game room, and participate in outdoor organized games. In ASP students also have the opportunity to participate in Science, Technology, Engineering and Math (STEM) based activities, they receive support to promote social and communication skills, and students are encouraged and supervised so they can attend Yolo events on campus. The After School Program also coordinates the Academic Recovery Program (ARP) for at-risk students. Students in this program are at risk due to failing grades or falling under a 2.0 GPA. Students, with parent approval, are assigned to a classroom with a credentialed teacher to receive support in the area of need. This program runs 2 days per week for one hour after school. Yolo also provides students with general and special education services, resource support to students with disabilities, academic and social intervention to all students when needed, and GATE opportunities for students that excel.

### 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,984.89	\$2,583.76	\$7,401.13	\$79,107.00
District	♦	♦	\$4382.75	\$72,245
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			68.9	9.5
Percent Difference: School Site/ State			12.6	13.6

\* Cells with ♦ do not require data.