



# Yokayo Elementary School

790 S Dora St • Ukiah • (707) 472-5690 • Grades K-6

Dana Milani, Principal

[dmilani@uusd.net](mailto:dmilani@uusd.net)

[http://www.edline.net/pages/Yokayo\\_Elementary](http://www.edline.net/pages/Yokayo_Elementary)

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



### Ukiah Unified School District

511 South Orchard Ave.  
Ukiah, CA 95482-3411  
(707) 472-5000  
[www.uusd.net](http://www.uusd.net)

#### District Governing Board

Megan Van Sant  
Anne Molgaard  
Gail Monpere  
Beatriz "Bea" Arkin  
Carolyn Barrett  
Zoey Fernandez  
Tyler Nelson

#### District Administration

Debra Kubin  
Superintendent

### School Description

Yokayo Elementary School is a K-6 site that is located in the southwest sector of Ukiah. Our student attendance area extends from the District Fairgrounds to the North, Luce Ave. to the South, Orchard Ave. to the East. Our enrollment stated in the 2017-18 CBEDS is 491. Approximately 71% percent of the students receive free or reduced lunch. Our staff consists of 1 administrator, 26 certificated staff, and 39 classified employees. Within the classified group there are 2 secretaries, 3 cafeteria workers, 1 health technician, 1 librarian, 3 custodians, 1 Community/Family Liaison, 1 Full-time Counselor, 1 part-time counselor, and 19 paraprofessionals that provide service and support to our Resource Services Program, Physical Education Program, and our Severely Disabled Program. Yokayo Elementary School has 20 regular education classrooms. There are 2 Resource Teachers, 1 Severely Handicapped Teacher, 1 part-time Speech Therapist, 1 full-time Physical Education Teacher, 1 Teacher on Special Assignment serving as the School Success Coordinator, and 1 Teacher on Special Assignment serving as the Reading Support Teacher.

### School Vision and Mission

The mission of the Yokayo school staff is to provide the absolute highest quality of education possible for all students. To accomplish that goal, Yokayo Elementary School will offer a rigorous, standards based core curriculum. We strive to instill critical thinking skills and problem solving, communication, collaboration, creativity and innovation, along with six TRRFCC (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship) character traits to provide a foundation for lifelong learning.

## 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
Kindergarten	95
Grade 1	73
Grade 2	72
Grade 3	72
Grade 4	76
Grade 5	79
Grade 6	53
<b>Total Enrollment</b>	<b>520</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	2.7
Asian	1.2
Filipino	0
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	0
White	46.5
Two or More Races	3.7
Socioeconomically Disadvantaged	71
English Learners	26
Students with Disabilities	8.5
Foster Youth	2.7

## 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			
Yokayo Elementary School	15-16	16-17	17-18
With Full Credential	26	25	24
Without Full Credential	0	3	3
Teaching Outside Subject Area of Competence	0	0	0
Ukiah Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	311
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Yokayo Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

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

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

Instructional materials meet EC Sections 60040-60045 as well as the SBE guidelines.

Textbooks and Instructional Materials Year and month in which data were collected: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Excursions, Houghton Mifflin Harcourt School Publishers, Adopted 5/10/11 Literature, McDougal Littell, Adopted 4/10/12 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0
Mathematics	Bridges in Mathematics, 2nd Edition (The Math Learning Center), Adopted 4/14/16 Math Links (Grade 6), Adopted 4/14/16 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0
Science	California Science (MacMillan/McGraw -Hill), Adopted 8/12/08 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0
History-Social Science	History-Social Science for California, Pearson Scott Foresman, Adopted 8/07/07 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

#### Age of School Buildings

This school has 25 classrooms, a multipurpose room, a library, a computer lab and an administration building. The main campus was built in 1948. Additions were constructed in 1950 and 1953. Portable classrooms (2) were constructed in the late 60's. Additional portables (8) were installed in 1996 for Class Size Reduction.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A web-based work order process is used 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. The principal and the Director of Maintenance and Operations works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Custodial staff work over the summer to deep clean the classrooms.

#### Technology Projects

The campus had extensive WiFi upgrades.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/23/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10/23/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<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>	27	36	39	43	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>	29	28	36	35	48	48
<b>Math</b>	28	21	23	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>5</b>	21.8	16.7	20.5

\* 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
All Students	66	66	100.0	36.4
Male	43	43	100.0	37.2
Female	23	23	100.0	34.8
Hispanic or Latino	33	33	100.0	3.0
White	27	27	100.0	74.1
Socioeconomically Disadvantaged	47	47	100.0	23.4
English Learners	19	19	100.0	5.3

\* 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
All Students	277	272	98.19	28.31
Male	142	138	97.18	23.91
Female	135	134	99.26	32.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	126	124	98.41	19.35
White	123	120	97.56	36.67
Two or More Races	14	14	100	21.43
Socioeconomically Disadvantaged	209	205	98.09	20.98
English Learners	87	86	98.85	17.44
Students with Disabilities	28	26	92.86	0
Students Receiving Migrant Education Services	13	13	100	23.08
Foster Youth	--	--	--	--

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	277	272	98.19	20.96
Male	142	138	97.18	21.01
Female	135	134	99.26	20.9
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	126	124	98.41	10.48
White	123	120	97.56	32.5
Two or More Races	14	14	100	28.57
Socioeconomically Disadvantaged	209	205	98.09	14.63
English Learners	87	86	98.85	9.3
Students with Disabilities	28	26	92.86	0
Students Receiving Migrant Education Services	13	13	100	15.38
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)

Yokayo Elementary School encourages all parents and guardians to become involved in the learning community at our school. Regular communications inform parents of opportunities to participate in PTA, school site council, English learners advisory council, and the school advisory committee. The Yokayo PTA sponsors several community-building events, such as the book fair at back-to-school night, young authors' fair, California Poet in the Schools, our annual Barn Dance, Field Day, and famous spaghetti dinners. In addition, Yokayo Elementary School is grateful for the parents, guardians, and grandparents who volunteer in the classroom and on field trips.

#### 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

Our Safe School Plan includes the following elements: Annual Statistical Report, Child Abuse Reporting, Disaster procedures, Suspensions/Expulsions, Notification of Dangerous Pupils, Sexual Harassment Policy, Dress Code Prohibiting "Gang Related" Apparel, Student/Employee Safety to and From School, Safe/Orderly Environment, Discipline Rules and Procedures, and Crisis Plan. It is updated and reviewed annually.

### Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	3.93	4.87	6.81
Expulsions Rate	0	0	0.18
District	2014-15	2015-16	2016-17
Suspensions Rate	7.5	6.87	8.75
Expulsions Rate	0.39	0.28	0.25
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	73.3	

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

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.2
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	0.0

\* 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 (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
K	24	24	24				4	4	3			
1	24	24	24				2	2	3			
2	24	24	22				3	3	3			
3	24	24	24				3	3	3			
4	27	27	26				2	2	2			
5	28	28	28				3	3	3			
6	28	28	30				2	2	2			

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

## Professional Development provided for Teachers

Yokayo teachers work hard to maintain Professional Learning Communities. They plan together, share expertise and ideas, analyze data, set goals for their students and monitor progress. Teachers have also been working diligently on the Common Core State Standards. The focus has been in the area of mathematics. Teachers are involved in the District Leadership Network, which has helped build capacity within the school. They have given in-services to the staff. This has built confidence and leadership skills for the participating teachers. Yokayo has continued to use the district adopted instructional materials, which helps students master skills and concepts. Professional development has also been provided in Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which was used for literacy screening to develop intervention groups as well as Response To Intervention (RTI) training. This led to the development of a school-wide intervention model. Students have been using Lexia Learning, a computer based reading intervention program. Lexia is used as a tier 2 intervention for students in reading. We also provide SIPPS (Systematic Intervention in Phonics, Phonemic Awareness, and Site Words) to students grades K-6. Teachers have been training in the Common Core State Standards; specifically in close reading and collaborative conversation strategies. Teachers have also had professional development in QTEL (Quality Teaching for English Learners) strategies. Yokayo teachers have also received professional development in the area of student behaviors. All teachers have had training in two programs; Character Counts and Love and Logic. These are programs that focus on student behavior and teacher feedback and actions to students. All Kindergarten through fifth grade teachers have also received Second Step materials, which also promotes positive behaviors and actions with student.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,604	\$46,511
Mid-Range Teacher Salary	\$64,549	\$73,293
Highest Teacher Salary	\$88,440	\$92,082
Average Principal Salary (ES)	\$100,315	\$113,263
Average Principal Salary (MS)	\$107,423	\$120,172
Average Principal Salary (HS)	\$114,746	\$131,203
Superintendent Salary	\$176,945	\$213,732
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	7%	5%

\* 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

All students are provided the core program in the areas of Reading, English-Language Arts, Mathematics, Science, Social Studies, Health, Visual and Performing Arts and Physical Education. In addition, identified students receive support services through categorical funds.

## 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	\$6,519	\$1,630	\$4,889	\$81,255
District	♦	♦	\$4,698	\$66,898
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			4.1	21.5
Percent Difference: School Site/ State			-25.6	9.1

\* Cells with ♦ do not require data.