



# Yolo Middle School

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

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

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Newman-Crows Landing Unified School District

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

#### District Governing Board

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

#### District Administration

Randy Fillpot  
**Superintendent**  
Ryan Smith  
**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

Located in Newman, California, Yolo is one of six traditional schools in the Newman-Crows Landing Unified School District. Our mission is to educate and empower all students to be caring, contributing citizens. Through the use of a variety of instructional strategies and resources, Yolo students will participate in a learning process that promotes self-directed and reflective learning. We strive to prepare all students academically and socially for the rigors of High School. All aspects of Yolo's organization, curricular, and co-curricular activities are child centered and designed to accommodate individual learning styles so that all may experience success. Our Yolo team believes that all learners must become Panther PROUD:

- \*Problem solver, be a thinker who uses innovation and knowledge to achieve a solution.
- \*Respectful, be someone who values other people's perspective, time and space.
- \*Open Minded, be willing to listen, consider others' ideas and try new things.
- \*Upstanding, be a person of integrity.
- \*Determined, be focused on your goals and intent on overcoming obstacles.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	244
Grade 7	240
Grade 8	216
<b>Total Enrollment</b>	<b>700</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.1
Asian	0.1
Filipino	0.4
Hispanic or Latino	77.7
Native Hawaiian or Pacific Islander	0.3
White	17.4
Socioeconomically Disadvantaged	73.3
English Learners	36.0
Students with Disabilities	11.9
Foster Youth	0.4

## 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	16-17	17-18	18-19
<b>With Full Credential</b>	33	31	30
<b>Without Full Credential</b>	1	1	3
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Newman-Crows Landing Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	◆	◆	138
<b>Without Full Credential</b>	◆	◆	19
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Yolo Middle School	16-17	17-18	18-19
<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

\* 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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

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: 8/29/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		Girls' Locker Room Girls' Restroom: #3:Sewer--Toilet 2 leaks at the vacuum breaker Gym Boys' Restroom: #3:4th toilet leaks at the vacuum breaker Library Girls' Restroom: #3:Sewer--Toilet 3 leaks at the vacuum breaker and has a long duration flush
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		CR#C11: #5:Overall Cleanliness--Dead bugs/dirt are on window sills. Broken electrical outlet cover near the entrance

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 8/29/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	Boys' Locker Room Boys' Restroom: #7:Electrical--1 hand dryer does not function
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Library Boys' Restroom: #9:Sinks/Fountains--Leak is visible at the bottom of the sink pedestal
<b>Safety:</b> Fire Safety, Hazardous Materials		CR#C14: #11:Hazardous Materials--Sprays labeled "Keep Out of Reach of Children" are stored under the sink CR#S14: #11:Hazardous Materials--Chlorox wipes are stored under the sink
<b>Structural:</b> Structural Damage, Roofs		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

**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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>ELA</b>	40.0	42.0	41.0	41.0	48.0	50.0
<b>Math</b>	22.0	20.0	24.0	25.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

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

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	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016--17 and 2017--18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018--19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016--17 and 2017--18) and the CAA for Science will be field-tested in 2018--19.

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

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	16.8	21.3	22.5

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
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>
<b>All Students</b>	716	709	99.02	41.95
<b>Male</b>	358	354	98.88	34.46
<b>Female</b>	358	355	99.16	49.44
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	549	545	99.27	38.42
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	128	126	98.44	57.14
<b>Two or More Races</b>	21	21	100.00	47.62
<b>Socioeconomically Disadvantaged</b>	512	507	99.02	36.17
<b>English Learners</b>	315	310	98.41	33.01
<b>Students with Disabilities</b>	82	81	98.78	8.64
<b>Students Receiving Migrant Education Services</b>	15	15	100.00	40.00
<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 2017-18 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>
<b>All Students</b>	717	714	99.58	20.34
<b>Male</b>	359	358	99.72	20.45
<b>Female</b>	358	356	99.44	20.22
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	551	550	99.82	17.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	128	126	98.44	30.95
<b>Two or More Races</b>	20	20	100	20
<b>Socioeconomically Disadvantaged</b>	512	511	99.8	17.45
<b>English Learners</b>	316	315	99.68	17.52
<b>Students with Disabilities</b>	81	80	98.77	5
<b>Students Receiving Migrant Education Services</b>	15	15	100	20
<b>Foster Youth</b>	--	--	--	--

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 school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

Parents are encouraged to become active in the operations of Yolo Middle School. They are invited to be part of the School Site Council and can contact parent chairman Kimberly Thibodeau with questions. 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	2015-16	2016-17	2017-18
Suspensions Rate	5.8	9.0	12.4
Expulsions Rate	0.1	0.3	0.3
District	2015-16	2016-17	2017-18
Suspensions Rate	3.8	6.1	5.4
Expulsions Rate	0.0	0.2	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	.5
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	18.0	17.0	18.0	20	28	21	13	7	7		1	1
Mathematics	21.0	17.0	23.0	5	6	12	4	4	11			2
Science	26.0	25.0	24.0	4	6	5	14	11	14		1	
Social Science	26.0	27.0	25.0	2	3	8	19	15	13		2	1

\* 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

Teachers take time each year to improve their teaching skills and extend their knowledge of the subjects they teach. 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,119	\$45,681
Mid-Range Teacher Salary	\$74,448	\$70,601
Highest Teacher Salary	\$93,111	\$89,337
Average Principal Salary (ES)	\$102,353	\$110,053
Average Principal Salary (MS)	\$105,299	\$115,224
Average Principal Salary (HS)	\$122,929	\$124,876
Superintendent Salary	\$176,916	\$182,466
Percent of District Budget		
Teacher Salaries	34.0	33.0
Administrative Salaries	5.0	6.0

\* 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,204.16	\$1,197.40	\$6,006.76	\$72,413.86
District	◆	◆	\$8,082.08	\$74,927.31
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			-29.5	-3.4
Percent Difference: School Site/ State			-17.0	1.4

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.