



Yolo Middle School

901 Hoyer Road • Newman, CA 95360 • 2098622984 • Grades 6-8
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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Newman-Crows Landing Unified School District

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District Governing Board

Janice Conforti President

RoseLee Hurst

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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

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Director of Maintenance and
Operations

School Description

Yolo Mission Statement: Our mission is to educate and empower all students to be caring, contributing citizens.

Core Values: 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, Positive Relationships with/between parents, students, teachers and administration.

Located in Newman, California, Yolo is one of six traditional schools in the Newman-Crows Landing Unified School District. We are a School-Wide Title I School and we are located in Newman, California, a small agricultural community of approximately 10,000 residents. Our current enrollment consists of 782 students. The ethnic demographics of our school reflect the following: 77% Hispanic, 17% White, 2% African American, 1.8% Asian, .5 % American Indian or Alaska Native. With regards to the students' socioeconomic status, 68% are identified as low-income, based upon the guidelines of the free and reduced lunch program. 26% of Yolo Middle School students are identified as English Learners and parent presentations and information are offered in Spanish. 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.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	283
Grade 7	258
Grade 8	245
Total Enrollment	786

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.5
Asian	0.6
Filipino	1.1
Hispanic or Latino	76.5
White	16.7
Two or More Races	2.4
Socioeconomically Disadvantaged	67.2
English Learners	26.1
Students with Disabilities	13.7
Homeless	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 for Yolo Middle School	18-19	19-20	20-21
With Full Credential	30	34	34
Without Full Credential	3	3	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Newman-Crows	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Yolo Middle School

Indicator	18-19	19-20	20-21
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

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	Eureka / 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Inspire Integrated Science / 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Discovery Education / 2019 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

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/14/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Cafeteria Boys' Restroom: #3:Sewer-- Toilet 2 leaks at the vacuum breaker Cafeteria Girls' Restroom: #3:Sewer-- Toilet 2 leaks at the vacuum breaker Library Boys' Restroom: #3:Sewer--Urinal 1 leaks at the vacuum breaker, 1st toilet seat is loose Amphitheatre Girls' Restroom: #3 Sewer - 4th toilet leaks at the vacuum breaker
Interior: Interior Surfaces	Good	CR#P2: #4 Interior Surfaces - Approximately 6" by 6" wallpaper is missing CR#P2: #4 Interior Surfaces - Approximately 6" by 6" wallpaper strip is missing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR#C22: #4 Interior Surface - 3 ceiling tiles show water damage CR#S12: #4 Interior Surfaces - 2 ceiling tiles show water damage
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	41	N/A	40	N/A	50	N/A
Math	21	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	18	N/A	14	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 our chairman 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 Powerschool, Canvas, the district and Yolo website 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 (School Year 2020-2021)

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	12.4	13.4	5.4	6.6	3.5	3.5
Expulsions	0.3	0.3	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.23	4.45	
Expulsions	0.13	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	786

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	18	21	7	1	19	14	16		24	5	15	2
Mathematics	23	12	11	2	21	15	11		24	5	16	1
Science	24	5	14		24	9	12		24	5	15	1
Social Science	25	8	13	1	24	8	16		28	2	13	4

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,605	\$47,145
Mid-Range Teacher Salary	\$78,215	\$74,952
Highest Teacher Salary	\$97,518	\$96,092
Average Principal Salary (ES)	\$108,306	\$116,716
Average Principal Salary (MS)	\$117,397	\$120,813
Average Principal Salary (HS)	\$129,150	\$131,905
Superintendent Salary	\$204,409	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30.0	31.0
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/.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5760.48	\$312.60	\$5447.88	\$80,022.36
District	N/A	N/A	\$12835.52	\$73,122
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-80.8	9.0
School Site/ State	-34.9	5.5

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