# Yolo Middle School <br> 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year) 



## General Information about the School Accountability Report Card (SARC)

## SARC Overview



## DataQuest

## California School Dashboard



## Internet Access

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 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.

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).

## 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.

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.

2023-24 School Contact Information

| School Name | Yolo Middle School |
| :--- | :--- |
| Street | 901 Hoyer Road |
| City, State, Zip | Newman, CA 95360 |
| Phone Number | 2098622984 |
| Principal | Anita Palacios |
| Email Address | apalacios@nclusd.k12.ca.us |
| School Website | yolo.nclusd.org |
| County-District-School (CDS) Code | $50-73601-6025-761$ |

## 2023-24 District Contact Information

| District Name | Newman-Crows Landing Unified School District |
| :--- | :--- |
| Phone Number | (209) 862-2933 |
| Superintendent | Randy Fillpot |
| Email Address | rfillpot@nclusd.k12.ca.us |
| District Website | www.nclusd.k12.ca.us |

## 2023-24 School Description and Mission Statement

Yolo's 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 we 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, and staff.

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.

Yolo Middle School, a school-wide Title I school, is located in Newman, California, a small agricultural community of approximately 12,000 residents. Our enrollment of approximately, 727 students reflect the following: $78.6 \%$ of Free/Reduced School Lunch, 64.4 \% Socioeconomically Disadvantaged, 30.3 \% English Language Learners,and 12.9 \% Students with Disabilities.

## About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
| :--- | :--- |
| Grade 6 | 233 |
| Grade 7 | 237 |
| Grade 8 | 226 |
| Total Enrollment | 696 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
| :--- | :---: |
| Female | $49.7 \%$ |
| Male | $50.3 \%$ |
| Asian | $0.3 \%$ |
| Black or African American | $2.9 \%$ |
| Filipino | $0.9 \%$ |
| Hispanic or Latino | $81.8 \%$ |
| Two or More Races | $1.9 \%$ |
| White | $12.4 \%$ |
| English Learners | $30.3 \%$ |
| Foster Youth | $0.4 \%$ |
| Homeless | $0.3 \%$ |
| Migrant | $3.6 \%$ |
| Socioeconomically Disadvantaged | $64.4 \%$ |
| Students with Disabilities | $12.9 \%$ |

## 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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School <br> Percent | District Number | District Percent | State Number | State Percent |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 26.50 | 70.71 | 119.70 | 80.01 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.60 | 4.42 | 3.60 | 2.45 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.60 | 7.09 | 11.60 | 7.76 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-ofField ("out-of-field" under ESSA) | 2.20 | 6.02 | 6.60 | 4.43 | 12115.80 | 4.41 |
| Unknown | 4.30 | 11.70 | 7.90 | 5.34 | 18854.30 | 6.86 |
| Total Teaching Positions | 37.50 | 100.00 | 149.60 | 100.00 | 274759.10 | 100.00 |
| Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students. |  |  |  |  |  |  |

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School <br> Percent | District <br> Number | District <br> Percent | State Number | State Percent |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 34.80 | 86.72 | 127.50 | 82.44 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.90 | 2.46 | 5.40 | 3.55 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.80 | 7.04 | 7.80 | 5.06 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-ofField ("out-of-field" under ESSA) | 0.10 | 0.40 | 4.10 | 2.68 | 11953.10 | 4.28 |
| Unknown | 1.30 | 3.31 | 9.60 | 6.24 | 15831.90 | 5.67 |
| Total Teaching Positions | 40.20 | 100.00 | 154.70 | 100.00 | 279044.80 | 100.00 |
| The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template. <br> Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students. |  |  |  |  |  |  |

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | $\mathbf{2 0 2 0 - 2 1}$ | $\mathbf{2 0 2 1 - 2 2}$ |
| :--- | :---: | :---: |
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 2.60 | 2.80 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 2.60 | 2.80 |
| The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template. |  |  |

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | $2020-21$ | $2021-22$ |
| :--- | :---: | :---: |
| Credentialed Teachers Authorized on a Permit or Waiver | 1.00 | 0.00 |
| Local Assignment Options | 1.20 | 0.10 |
| Total Out-of-Field Teachers | 2.20 | 0.10 |
| The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template. |  |  |

Class Assignments

| Indicator | 2020-21 |  | $2021-22$ |
| :--- | :---: | :---: | :---: |
| Misassignments for English Learners <br> (a percentage of all the classes with English learners taught by teachers that are <br> misassigned) | 7.2 |  |  |
| No credential, permit or authorization to teach <br> (a percentage of all the classes taught by teachers with no record of an <br> authorization to teach) |  |  |  |
| The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the <br> template. |  |  |  |
| Note: For more information refer to the Updated Teacher Equity Definitions web page at <br> https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp. | 4.5 | 0 |  |

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials
Year and month in which the data were collected

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From <br> Most <br> Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| :---: | :---: | :---: | :---: |
| Reading/Language Arts | McGrawHill: StudySync / 2017 | Yes | 0 |
| Mathematics | Eureka / 2019 | Yes | 0 |


| Science | Inspire Integrated Science / 2020 | Yes | 0 |
| :--- | :--- | :--- | :--- |
| History-Social Science | Discovery Education /2019 | Yes | 0 |
| Foreign Language | Vista Learning/2023 | Yes | 0 |
| Health | none |  |  |
| Visual and Performing Arts | none |  |  |

## School Facility Conditions and Planned Improvements

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.
Year and month of the most recent FIT report

08/30/2022

| System Inspected | Rate <br> Good | Rate <br> Fair | Rate <br> Poor | Repair Needed and Action Taken or Planned |
| :--- | :---: | :---: | :---: | :--- |
| Systems: <br> Gas Leaks, Mechanical/HVAC, Sewer | X |  | Dirty exhaust vent-Cleaned, multiple leaking vacuum <br> breakers-repaired <br> Dirty HVAC vents-cleaned |  |
| Interior: <br> Interior Surfaces | X |  |  | Restroom not ready for use-Cleaned and available for <br> use <br> Sleanliders and webs around exterior of Art Building- <br> Cleaned |
| Overall Cleanliness, Pest/Vermin Infestation | X |  | X | Lights out in the kitchen and pantry-repaired |
| Leaking faucet at triple sink-corrosion on faucets- |  |  |  |  |
| repaired |  |  |  |  |
| Dirty aerators on wash sink-Cleaned |  |  |  |  |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
| :---: | :---: | :---: | :---: |
|  | $x$ |  |  |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

## Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.
2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.
3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

## College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject | $\begin{aligned} & \text { School } \\ & \text { 2021-22 } \end{aligned}$ | $\begin{aligned} & \text { School } \\ & 2022-23 \end{aligned}$ | $\begin{aligned} & \text { District } \\ & 2021-22 \end{aligned}$ | $\begin{aligned} & \text { District } \\ & 2022-23 \end{aligned}$ | $\begin{gathered} \text { State } \\ \text { 2021-22 } \end{gathered}$ | $\begin{gathered} \text { State } \\ 2022-23 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| English Language Arts/Literacy (grades 3-8 and 11) | 31 | 31 | 35 | 35 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 17 | 16 | 18 | 18 | 33 | 34 |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP <br> Student Groups | CAASPP <br> Total <br> Enrollment | CAASPP <br> Number <br> Tested | CAASPP <br> Percent <br> Tested | CAASPP <br> Percent <br> Not Tested | CAASPP <br> Percent <br> Met or <br> Exceeded |
| :--- | :---: | :---: | :---: | :---: | :---: |
| All Students | 698 | 688 | 98.57 | 1.43 | 31.25 |
| Female | 350 | 346 | 98.86 | 1.14 | 36.13 |
| Male | 348 | 342 | 98.28 | 1.72 | 26.32 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 19 | 19 | 100.00 | 0.00 | 26.32 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 572 | 565 | 98.78 | 1.22 | 30.09 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 15.38 |
| White | 86 | 83 | 96.51 | 3.49 | 39.76 |
| English Learners | 192 | 187 | 97.40 | 2.60 | 5.35 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 535 | 526 | 98.32 | 1.68 | 27.38 |
| Students Receiving Migrant Education Services | 23 | 23 | 100.00 | 0.00 | 17.39 |
| Students with Disabilities | 103 | 97 | 94.17 | 5.83 | 10.31 |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP <br> Student Groups | CAASPP <br> Total <br> Enrollment | CAASPP <br> Number <br> Tested | CAASPP <br> Percent <br> Tested | CAASPP <br> Percent <br> Not Tested | CAASPP <br> Percent <br> Met or <br> Exceeded |
| :--- | :---: | :---: | :---: | :---: | :---: |
| All Students | 698 | 687 | 98.42 | 1.58 | 15.72 |
| Female | 350 | 344 | 98.29 | 1.71 | 13.08 |
| Male | 348 | 343 | 98.56 | 1.44 | 18.37 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 19 | 19 | 100.00 | 0.00 | 5.26 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 572 | 564 | 98.60 | 1.40 | 14.18 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 7.69 |
| White | 86 | 83 | 96.51 | 3.49 | 25.30 |
| English Learners | 192 | 186 | 96.88 | 3.12 | 3.76 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 535 | 525 | 98.13 | 1.87 | 13.71 |
| Students Receiving Migrant Education Services | 23 | 23 | 100.00 | 0.00 | 0.00 |
| Students with Disabilities | 103 | 97 | 94.17 | 5.83 | 3.09 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.
Science test results include the CAST 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 CAST 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.

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.

| Subject | School <br> $\mathbf{2 0 2 1 - 2 2}$ | School <br> $\mathbf{2 0 2 2 - 2 3}$ | District <br> $\mathbf{2 0 2 1 - 2 2}$ | District <br> $\mathbf{2 0 2 2 - 2 3}$ | State <br> 2021-22 | State <br> 2022-23 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Science <br> (grades 5, 8 and high school) | 10.04 | 16.44 | 15.31 | 19.59 | $\mathbf{2 9 . 4 7}$ | 30.29 |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total <br> Enrollment | Number <br> Tested | Percent <br> Tested | Percent <br> Not Tested | Percent <br> Met or <br> Exceeded |
| :--- | :---: | :---: | :---: | :---: | :---: |
| All Students | 231 | 227 | 98.27 | 1.73 | 16.74 |
| Female | 120 | 118 | 98.33 | 1.67 | 16.95 |
| Male | 111 | 109 | 98.20 | 1.80 | 16.51 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 188 | 186 | 98.94 | 1.06 | 15.05 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 32 | 30 | 93.75 | 6.25 | 30.00 |
| English Learners | 68 | 66 | 97.06 | 2.94 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 173 | 170 | 98.27 | 1.73 | 11.76 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 38 | 34 | 89.47 | 10.53 | 11.76 |

## 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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 | Component 1: <br> Aerobic Capacity | Component 2: <br> Abdominal <br> Strength and <br> Endurance | Component 3: <br> Trunk Extensor <br> and Strength and <br> Flexibility | Component 4: <br> Upper Body <br> Strength and <br> Endurance | Component 5: <br> Flexibility |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 7 | $94 \%$ | $94 \%$ | $94 \%$ | $94 \%$ | $94 \%$ |

## 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 regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

Parents are encouraged to become active members in the operations of Yolo Middle School. They are invited to be part of the School Site Council, ELAC-English Learner Advisory Committee, DELAC, District English Language Advisory Committee, Second Cup of Coffee gatherings, Parent Teacher Conferences, Back-to-School Night, site and district committees, and LCAPLocal Control and Accountability Plan meetings. At these meetings parents are provided with information that is relevant to their students' needs both academic and social and emotional as well as provide the site and district with input on their students education. Yolo also participates in the Back to School Festival held annually in August, to inform families of services provided an opportunities for involvement.

Yolo uses Powerschool, Canvas, District and School website, and ParentSquare to keep parents informed of important meetings and events focused towards the progress of their student's education. Some examples are calendar events of all meetings listed above as well as but not limited to; student orientation days that are held for students and parents to provide an introduction to the campus and activities at Yolo and any parent informational meetings on topics such as 6th Grade Orientation, Digital Safety, and High School/College readiness.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| :---: | :---: | :---: | :---: | :---: |
| All Students | 731 | 717 | 65 | 9.1 |
| Female | 367 | 362 | 33 | 9.1 |
| Male | 364 | 355 | 32 | 9.0 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 2 | 2 | 0 | 0.0 |
| Black or African American | 22 | 21 | 1 | 4.8 |
| Filipino | 7 | 7 | 0 | 0.0 |
| Hispanic or Latino | 597 | 585 | 52 | 8.9 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 14 | 13 | 3 | 23.1 |
| White | 89 | 89 | 9 | 10.1 |
| English Learners | 225 | 218 | 27 | 12.4 |
| Foster Youth | 4 | 4 | 1 | 25.0 |
| Homeless | 3 | 3 | 1 | 33.3 |
| Socioeconomically Disadvantaged | 562 | 552 | 60 | 10.9 |
| Students Receiving Migrant Education Services | 25 | 25 | 2 | 8.0 |
| Students with Disabilities | 112 | 106 | 22 | 20.8 |

## C. Engagement 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


## Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School <br> 2020-21 | School <br> 2021-22 | School <br> 2022-23 | District <br> 2020-21 | District <br> 2021-22 | District <br> 2022-23 | State <br> 2020-21 | State <br> 2021-22 | State <br> 2022-23 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Suspensions | 0.12 | 6.13 | 9.71 | 0.03 | 3.20 | 4.55 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.13 | 0.00 | 0.00 | 0.09 | 0.18 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

|  | Student Group | Suspensions Rate |
| :--- | :---: | :---: |
| All Students | 9.71 | 0 |
| Female | 5.72 | 0 |
| Male | 13.74 | 0 |
| Non-Binary |  | 0 |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 13.64 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 9.55 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 21.43 | 0 |
| White | 8.99 | 0 |
| English Learners | 13.33 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 9.61 | 0 |
| Students Receiving Migrant Education Services | 12 | 0 |
| Students with Disabilities | 15.18 | 0 |

## 2023-24 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 updated, reviewed, and approved annually by the School Site Council and the School Board.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average <br> Class <br> Size | Number of Classes with <br> 1-22 Students | Number of Classes with <br> 23-32 Students | Number of Classes with <br> 33+ Students |
| :--- | :---: | :---: | :---: | :---: |
| English Language Arts | 26 | 4 | 18 | 2 |
| Mathematics | 25 | 6 | 15 | 2 |
| Science | 24 | 7 | 9 | 3 |
| Social Science | 26 | 3 | 18 | 1 |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average <br> Class <br> Size | Number of Classes with <br> 1-22 Students | Number of Classes with <br> 23-32 Students | Number of Classes with <br> 33+ Students |
| :--- | :---: | :---: | :---: | :---: |
| English Language Arts | 22 | 10 | 19 |  |
| Mathematics | 22 | 13 | 11 |  |
| Science | 22 | 9 | 10 |  |
| Social Science | 21 | 14 | 11 |  |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average <br> Class <br> Size | Number of Classes with <br> 1-22 Students | Number of Classes with <br> $\mathbf{2 3 - 3 2}$ Students | Number of Classes with <br> 33+ Students |
| :--- | :---: | :---: | :---: | :---: |
| English Language Arts | 20 | 17 | 7 | 0 |
| Mathematics | 23 | 5 | 15 | 0 |
| Science | 24 | 1 | 18 | 0 |
| Social Science | 22 | 9 | 12 | 0 |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
| :---: | :---: |
| Pupils to Academic Counselor | 696 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
| :---: | :---: |
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) |  |
| Library Media Services Staff (Paraprofessional) |  |
| Psychologist |  |
| Social Worker |  |
| Nurse |  |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) |  |
| Other |  |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total <br> Expenditures <br> Per Pupil | Expenditures <br> Per Pupil <br> (Restricted) | Expenditures <br> Per Pupil <br> (Unrestricted) | Average <br> Teacher <br> Salary |
| :--- | :---: | :---: | :---: | :---: | :---: |
| School Site | $\$ 8,875.96$ | $\$ 1,554.23$ | $\$ 7,321.74$ | $\$ 95,975.48$ |
| District | N/A | N/A | $\$ 9,667.19$ | $\$ 80,382$ |
| Percent Difference - School Site and District | N/A | N/A | -27.6 |  |
| State | N/A | N/A | $\$ 7,607$ | $\$ 81,984$ |
| Percent Difference - School Site and State | N/A | N/A | 10.5 | 19.2 |

## Fiscal Year 2022-23 Types of Services Funded

Yolo After School Program "Beyond the Bell" serves approximately 200 students. The program helps students receive homework support, participate in various arts and crafts, have access to a game room, and participate in outdoor organized games. Beyond the Bell students also have the opportunity to participate in Science, Technology, Engineering, Art, and Math (STEAM) based activities. They also receive support to promote social and communication skills. Our Beyond the Bell program also encourages students to participate in after school activities/events on campus.

Yolo has also organized Extended Day for students who are at-risk of failing. Students, with parent approval, are assigned to a classroom with a credentialed teacher to receive identified area of support.

Fiscal Year 2021-22 Teacher and Administrative Salaries
This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries \& Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District <br> Amount | State Average <br> for Districts <br> in Same Category |
| :--- | :---: | :---: |
| Beginning Teacher Salary | $\$ 55,678$ | $\$ 50,875$ |
| Mid-Range Teacher Salary | $\$ 84,388$ | $\$ 79,761$ |
| Highest Teacher Salary | $\$ 98,741$ | $\$ 103,045$ |
| Average Principal Salary (Elementary) | $\$ 121,613$ | $\$ 128,154$ |
| Average Principal Salary (Middle) | $\$ 130,429$ | $\$ 131,774$ |
| Average Principal Salary (High) | $\$ 143,523$ | $\$ 142,676$ |
| Superintendent Salary | $\$ 187,549$ | $\$ 211,462$ |
| Percent of Budget for Teacher Salaries | $31.02 \%$ | $30.11 \%$ |
| Percent of Budget for Administrative Salaries | $5.38 \%$ | $5.49 \%$ |

## Professional Development

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 research based instructional strategies to support all learners, New Generation Science Standards, math coaching support, and using data to support instructional decisions and technology integration for students and teachers. Through our PLC (professional learning community) process, teachers are provided time during their school day 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
| :---: | :---: | :---: | :---: |
| Number of school days dedicated to Staff Development and Continuous Improvement | 20 | 91 | 91 |

