

# Yorba Middle School, Academy of the Arts

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Yorba Middle School, Academy of the Arts
<b>Street</b>	935 N. Cambridge Street
<b>City, State, Zip</b>	Orange, CA 92867
<b>Phone Number</b>	(714) 997-6161
<b>Principal</b>	Tracy Knibb
<b>E-mail Address</b>	tknibb@orangeusd.org
<b>Web Site</b>	<a href="http://www.orangeusd.org/yorba/">http://www.orangeusd.org/yorba/</a>
<b>CDS Code</b>	30-66621-6061733

<b>District Contact Information</b>	
<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628-4000
<b>Superintendent</b>	Michael L.Christensen
<b>E-mail Address</b>	superintendent@orangeusd.k12.ca.us
<b>Web Site</b>	www.orangeusd.k12.ca.us

### **School Description and Mission Statement (School Year 2016-17)**

Yorba is the oldest of the five middle schools in the Orange Unified School District. It was founded in 1958 and is located in the heart of the city of Orange. The school was modernized in 2011 and each classroom is equipped with SMART technology. Yorba Middle School serves 6th, 7th and 8th grade students with a total population of approximately 630 students during the 2015-2016 school year. The demographic make-up of the school is: 88.6% Hispanic, 7.7% White, .9% Filipino, .8% Black or African American, .6% American Indian, .5% Asian, and .2% Hawaiian or Pacific Islander. Yorba's population has 88.6% of student socioeconomically disadvantaged, 36% English Learners, and 12% Students with Disabilities.

It is our goal at Yorba Middle School to challenge every student with rigorous and relevant curriculum that fosters relationships, supports student learning, and builds skills that will ensure students are college and career ready. This is reflected in our master schedule having diverse offerings in Language Arts and Math courses designed to address our students' strengths and areas of need. This includes classes designed to assist English Language Learners, Honors students, and Special Education students. We also offer intervention programs in Language Arts and Math for students who are facing challenges. Yorba Middle School has an extensive arts program with multiple offerings in instrumental music, theater, technology, and art.

Every teacher has received, and continues to receive, training in research-based instructional strategies which support student learning. In 2016-2017 we are focused on integrating 21st century learning strategies into our daily practice. Our school-wide focus is to build engaging and purposeful environments that promote critical thinking and collaboration. Yorba is looking at improving academic vocabulary and academic discourse in all classrooms. Weekly early release days allow teachers regular opportunities for staff development, department meetings, and PLC meetings to best improve professional practice.

Yorba Middle School utilizes a positive behavior approach to school culture and celebrates the successes of students through our Toro Pride program. We offer a variety of ways for students to get involved in school. We have a school wide reading campaign each trimester to increase student opportunities for reading. We also have a journalism club, French Club, and offer a free after school program from ASES grant money. In the ASES program students get academic support and also get to participate in clubs such as DJing, Club Live Leadership, cooking, cosmetology, and art. Socially our Associated Student Body plans in-school spirit events and after school dances.

Yorba Middle School has very active parent groups and encourages all parents to get involved. PTA meetings are held once a month and all parents are invited to participate in the numerous PTA events that are hosted. Our ELAC is comprised of parents of English Language Learners and other parents who wish to be involved. We recruit parents to volunteer at school events, such as book fairs, music productions, and family nights.

#### **Mission Statement:**

Students will build their 21st century knowledge and skills in learning environments that foster creativity, collaboration, communication, and critical thinking which transcends beyond the classroom. Yorba is committed to providing the resources and experiences necessary for all students to be college and career ready. Yorba Toros will be able to Read Critically, Communicate Effectively, and STRIVE TO PERSEVERE!

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	138
Grade 7	218
Grade 8	237
<b>Total Enrollment</b>	<b>593</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	1.5
Filipino	1.2
Hispanic or Latino	87.2
Native Hawaiian or Pacific Islander	0
White	8.6
Two or More Races	0.3
Socioeconomically Disadvantaged	86.5
English Learners	39
Students with Disabilities	14.3
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
<b>With Full Credential</b>	27	28	26	1279
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	4

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2002 (Grades 7/8), and 2003 (Grade 6) selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. This is fully available for all students. National Geographic/Hampton Brown adopted in 2011 for use in ELD classrooms, grades 6-8.	Yes	0%
Mathematics	Holt Mathematics Course I, Course II: Pre-Algebra, Algebra I all adopted in 2008; MathLinks Grade 8 approved in 2014 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. In addition, new Mathematics materials are being piloted at all Secondary sites - Yorba Middle School is piloting Big Ideas Mathematics by Houghton Mifflin Harcourt: Course 2, Course 2 Accelerated, & Course 3; & Digits by Pearson Learning: Grade 7, Grade 7 Accelerated, & Grade 8.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Holt Science Program adopted in 2007, Grade 6 - 8 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 - 8 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. This is fully available for all students.	Yes	0%
Foreign Language	N/A		0%
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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

Maintaining the appearance, safety, and functionality of Yorba Middle School is critical to the educational environment. Yorba has been completely modernized as of February 2011 and the school moved into the newly remodeled facility that was equipped with state of the art technology. The school was completely upgraded to meet the needs of students and is up to current construction codes for an school facility. Through the Williams Settlement, the school is inspected by the county yearly and a report is generated about conditions found. Campus beautification is important to enhance the learning environment at Yorba. Students have started a recycling program, and have also committed to projects around campus to beautify the area, making the campus more aware of the environment, and create school spirit. The information in the following table is taken from the August 2016 school site inspection.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/1/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			401 Nurse: Boys' R/R by 316: 2: Exhaust fan inoperable 9: Auto faucet in center sink inoperable Multi-Purpose Room: 2: Need to secure stat to wall southwest corner Room 115 Storage: 2: Exhaust fan rattles Room 403 and 404 Storage: Room 413:

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/1/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces	X			401 Storage: 4: Drywall damage several locations Boys' R/R by 203: 4: Door needs painting Room 211: 4: Stained ceiling tile Room 312: 4: Stained ceiling tile; wall damaged at every 15: Caulking around exterior door jambs damaged/missing Room 314: 4: M
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Girls' R/R MPR: 5: Auto faucet inoperable Room 408: 6: Evidence of termites between 407:408 along mud sill
<b>Electrical:</b> Electrical	X			317 Custodial in Boys' R/R: 7: Lamps burnt out Custodial 204: 7: Lamps burnt out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		Boys' Gym/ Boys' R/R: 8: Two urinals inoperable; 9: Auto faucet inoperable, exterior fountain push button missing Boys' R/R by 316: 2: Exhaust fan inoperable 9: Auto faucet in center sink inoperable Boys' R/R by 405: Girls' R/R by 405: 9: Drinking fou
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Room 14 Counseling:
<b>Structural:</b> Structural Damage, Roofs	X			Room 114: 12: Stucco patch need along north side of 100 bldg several locations; stucco patch needed south side between doorways Room 121 Library: Room 214: 12: North side of 200 Bldg lower stucco needs patch in several locations
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Girls' Gym/ Girls' R/R: Room 302: 15: Door exterior needs mastic/weather proofing around jamb Room 303: 15: Door exterior needs mastic/weather proofing around jamb Room 312: 4: Stained ceiling tile; wall damaged at every 15: Caulking around exterior d

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 8/1/2016				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	24	32	50	53	44	48
Mathematics	13	19	38	40	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	138	136	98.5	31.6
	7	231	228	98.7	27.9
	8	248	241	97.2	35.3
Male	6	66	65	98.5	24.6
	7	119	118	99.2	25.0
	8	141	137	97.2	27.0
Female	6	72	71	98.6	38.0
	7	112	110	98.2	30.9
	8	107	104	97.2	46.1
Black or African American	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	130	128	98.5	29.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	195	192	98.5	25.6
	8	218	214	98.2	33.6
White	6	--	--	--	--
	7	25	25	100.0	37.5
	8	19	17	89.5	47.1
Two or More Races	7	--	--	--	--
Socioeconomically Disadvantaged	6	123	123	100.0	30.9
	7	199	196	98.5	26.8
	8	210	207	98.6	32.4
English Learners	6	67	67	100.0	3.0
	7	83	81	97.6	3.8
	8	71	68	95.8	4.4
Students with Disabilities	6	16	16	100.0	12.5
	7	33	33	100.0	6.5
	8	38	37	97.4	5.4
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

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.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	138	136	98.5	14.7
	7	231	228	98.7	15.5
	8	248	241	97.2	25.4
Male	6	66	65	98.5	13.8
	7	119	118	99.2	13.8
	8	141	137	97.2	23.5



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	6	72	71	98.6	15.5
	7	112	110	98.2	17.3
	8	107	104	97.2	27.9
Black or African American	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	130	128	98.5	13.3
	7	195	192	98.5	12.0
	8	218	214	98.2	23.9
White	6	--	--	--	--
	7	25	25	100.0	37.5
	8	19	17	89.5	35.3
Two or More Races	7	--	--	--	--
Socioeconomically Disadvantaged	6	123	123	100.0	14.6
	7	199	196	98.5	14.4
	8	210	207	98.6	24.3
English Learners	6	67	67	100.0	
	7	83	81	97.6	
	8	71	68	95.8	4.4
Students with Disabilities	6	16	16	100.0	6.3
	7	33	33	100.0	6.5
	8	38	37	97.4	2.8
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

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.

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	66	53	62	73	68	64	60	56	54

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	250	241	96.4	62.2
<b>Male</b>	142	136	95.8	64.7
<b>Female</b>	108	105	97.2	59.1
<b>Hispanic or Latino</b>	219	214	97.7	59.8
<b>White</b>	20	18	90.0	83.3
<b>Socioeconomically Disadvantaged</b>	211	207	98.1	58.5
<b>English Learners</b>	72	70	97.2	31.4
<b>Students with Disabilities</b>	38	36	94.7	55.6

Note: 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.

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.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	24.4	13.9	13.4

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

Parent support and regular parent involvement is critical to the success of our students, the school, and the community. Yorba has a PTSA, SSC and ELAC that are to be commended for their support and contributions to our students and staff. PTA continues to recruit more members and our English Language Advisory Committee (ELAC) has grown to 50+ parents. Yorba hosted many successful events and activities this year, and much credit can be given to strong participation of our parent groups and their collaboration with our teachers. These events include the following:

Parent Conferences  
 Back to School Night  
 Family Movie Nights  
 Open House  
 Book Fair  
 Teacher Recognition Activities  
 Drama, Band, and Choir Productions and Concerts  
 Winter Showcase  
 Fundraisers  
 Arts Showcases  
 School Dances  
 School Site Council  
 English Language Advisory Committee Meetings  
 Student of the Month Assemblies  
 Student Academic TOP TORO Rallies  
 Field Trips  
 Academic Student Competitions  
 Positive Discipline Workshops  
 Title I Meeting  
 PTA Meetings

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	16.2	8.5	10.8	3.6	2.8	3.1	4.4	3.8	3.7
<b>Expulsions</b>	0.1	0.3	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire, lock down, and earthquake drills are conducted monthly. This plan was reviewed and modified by the school safety committee in the Spring of 2016. All staff have been trained on safety and security procedures for numerous possible occurrences. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to ensure the school is prepared in case of an actual disaster. Supervision is monitored daily to ensure a safe campus during the school day and the school has a campus security staff member. The school maintains an active and positive relationship with the Orange Police Department in maintaining safety on campus. Providing a safe environment for our students is of paramount importance at Yorba.

This year, the school will continue with PBIS, Positive Behavior Intervention Support. Students are taught behavioral expectations around school areas. There are school-wide common expectations that are shared with students regularly through assemblies and daily announcements. Students are recognized for their positive behaviors and rewarded accordingly. Those students needing extra support are given a mentor to check in and create positive goals for the day with.

Yorba has also partnered with the Orange Police Department and the District Attorney's office to participate in the Gang Reduction Intervention Program GRIP program. This program helps us identify and provide support to at-risk students and their families and specifically works with students who are at-risk for gang relationships.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

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

Subject	2013-14				Avg. Class Size	2014-15			Avg. Class Size	2015-16				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	19	28	10	4	19	17	16	2	19	17	16	2		
Mathematics	23	11	6	11	24	8	9	6	24	8	9	6		
Science	22	10	4	10	26	4	7	7	26	4	7	7		
Social Science	23	9	4	10	27	3	9	5	27	3	9	5		

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	620
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.8	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

\*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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5159.23	345.88	4813.35	52986.67
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	13.1	-25.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-18.8	-24.7

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

### Types of Services Funded (Fiscal Year 2015-16)

Yorba offered the following support programs that were funded with categorical programs:

- Reading Counts
- Rd 180 program
- Literature reading campaigns to support the Million Word Club
- Math and Language Arts Tutoring
- Online software programs to support instruction (Reflex math, INSIDE online coach)
- ELD Tutoring
- Class size reduction in ELA intervention courses
- Release time for teachers to plan for the coming school year
- Release time for teacher to have common grading days for school wide writing assignments
- Teacher-Parent-Student Conferences
- Supplemental Instructional Materials for ELA, Math and ELD
- Teacher in-district training, conferences, seminars and workshops.
- Instructional materials for English Learners
- AVID
- Community Aide
- Technology for the Classrooms
- Positive Behavior Intervention Support (PBIS) support
- Parent workshops, materials and supplies to support parent education

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

Yorba Middle School dedicates a tremendous amount of resources to professional development. Yorba has a modified schedule that allows for early release time once a week. Teachers are able to meet and engage in discussions about professional practice. Professional development is determined by the needs of the students. For the 2016-2017 school year, we will focus on 21st century teaching strategies to support critical reading and writing, verbal, and technology enhanced communication. Yorba has one part time Academic Language coach that supports teachers by providing in class professional development and assistance with instructional strategies. We also have a part-time math coach that works with the math teachers to analyze data, improve student engagement, and target skill deficiencies using assessment data. Administration provides on-going support through classroom visitations, teacher-principals discussions, facilitated learning walks, release time to plan and reflect, and allocation of resources to support instruction.