Yorba Middle School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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.

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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Yorba Middle School
Street	935 N. Cambridge Street
City, State, Zip	Orange, CA 92867
Phone Number	(714) 997-6161
Principal	Sandra Preciado
Email Address	spmartin@orangeusd.org
Website	http://www.orangeusd.org/yorba/
County-District-School (CDS) Code	30-66621-6061733

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
Website	www.orangeusd.org

School Description and Mission Statement (School Year 2020-2021)

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 570 students during the 2019-2020 school year. The demographic make-up of the school is approximately: 90% Hispanic, 5% White, 1% African American, 3% Asian, Pacific Islander .2%, American Indian .2%, Filipino .5%, and Two or More Races .1%. Yorba's population has approximately 90% of student socioeconomically disadvantaged, 38% English Learners, 37% Reclassified, and 18% 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 students with disabilities. We also offer intervention programs in Language Arts and Math for students who are facing academic challenges. Yorba Middle School has an extensive elective program with multiple offerings in instrumental music, journalism, technology, and STEM. Yorba also has a tutoring program which is open to all students before school, at lunch, and after school in multiple classrooms and is also used as an opportunity for intervention for identified students. In addition, Saturday School Academies are going to be used to support students, especially English Learners and at-risk students, who need furtehr engaging and relevant instruction beyond the school day.

Every teacher has received, and continues to receive, training in research-based instructional strategies which supports student learning. We are focused on writing and building student literacy in all content areas as well as building students' ability to problem solve in mathematics. School-wide, students are being asked to communicate their learning through speaking, writing, and tech enhanced means. Weekly early release days allow teachers regular opportunities for staff development, department meetings, and PLC meetings to best improve professional practice. Yorba students are given access to technology (iPads and Chromebooks) throughout their day. Yorba also has a full computer lab for student use and a library media center where students can collaborate on school projects or get assistance as needed. Each teacher has various technology devices to help deliver instruction as well as other technology tools, which may include: Chromebooks, iPads, Apple TVs, TV Displays, SMART Boards, projectors, laptops.

Yorba Middle School utilizes a positive behavior approach (PBIS) 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 free after school program from ASES grant money (Campfire). In the ASES program students get academic support and also get to participate in clubs such a DJ Crew, Club Live Leadership, cooking, cosmetology, and art. Socially, our Associated Student Body plans in-school spirit events and after school dances. Yorba is also a proud member of the Orange County GRIP Program (Gang Reduction and Intervention Partnership) which includes a variety of Orange Unified Schools, OPD, Orange County Sheriff, Chick Filet, Orange County Library, Orange County Probation as well as other community partners. Through this program, at-risk students are assigned an staff member as their mentor. The mentor meets with student weekly to review grades, attendance, behavior etc. The GRIP Team also comes monthly to meet with our most at-risk students to help keep them on track. There are positive incentives like an Angel Game and Turkey Dinner Giveaway offered to GRIP Students. .

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 in supporting instruction for ELs. We recruit parents to volunteer at school events, such as book fairs, music productions, and family nights. We have a School Site Council that meets on a regular basis six times a year. We also hold quarterly parent workshops and parent meetings to ensure all parents are informed of the effectiveness of school programs and can offer input on them moving forward. Yorba holds two Title I parent meeting, one in the Fall and one in the Spring to educate take input. The school communicates with the parents via school calendars, computerized and personal phone messages, and announcements sent home with the students.

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 2019-2020)

Grade Level	Number of Students
Grade 6	97
Grade 7	237
Grade 8	218
Total Enrollment	552

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	0.4
Hispanic or Latino	91.8
White	5.6
Two or More Races	0.5
Socioeconomically Disadvantaged	91.7
English Learners	36.2
Students with Disabilities	12.1
Foster Youth	1.3
Homeless	1.4

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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	27	30	29	1033
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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. 9-20-21 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 September 10, 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson myPerspectives ELA/ELD ©2017; 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%
Mathematics	enVision 2.0 Mathematics Program ©2017; Pearson Integrated Mathematics I ©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.	Yes	0%
Science	Pearson Elevate Science Program ©2019; 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	McGraw-Hill IMPACT Social Studies ©2019 Grades 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%
Foreign Language	¡Avancemos! ©2013; Galeria I and II, Vista Higher Learning ©2020; 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%
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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

School Facility Conditions and Planned Improvements

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 a 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. Work orders have been created/addressed for all items noted as fair/poor with our custodial staff and/or district maintenance department.

School Facility Good Repair Status

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 of the most recent FIT report: 9/1/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	126 Lab and back storage room: 4: Ceiling tiles stained 7: Electrical panels blocked 214: 12: Stucco damaged on north wall 314: 4: Ceiling tiles stained; south wall covering stained and dirty; cove base missing on south wall 12: Fascia has blistering paint 315: 4: Cove base damaged on west wall; south wall damaged and needs paint 316: 4: Wall damaged at entry 412: 4: Ceiling tiles stained 6: Cricket infestation evident along stem wall 413: 4: Ceiling tiles damaged 6: Cricket infestation evident along stem wall 416: 4: South wall needs painting 417: 4: Ceiling tiles stained 12: Stucco damage on east wall is damaged and cracking Attendance Office: 4: Floor tiles have large gaps; tile damage at entry

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Band Room 408: 4: South wall damaged under windows 9: Sink inoperable in back room 14: Asphalt walkway sunken onest side of building Boy's Locker Room 500 Bldg: 4: Walls damaged throughout, graffiti 8: Stall latches broken 12: Stucco damage 15: Restroom door drags on jamb Coach's Office Girl's Locker Room: 4: Hole in north wall 8: Stall door doesn't close, latch broken Game Room: 4: Ceiling tiles stained Girl's Locker Room 500 Bldg: 4: Carpet torn Health Office 401: 4: Wall damage in bed areas Library 121: 4: Wall damage at entry and bookshelf area 13: East gutter filled with debris MPR: 4: Wall damaged throughout
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	412: 4: Ceiling tiles stained 6: Cricket infestation evident along stem wall 413: 4: Ceiling tiles damaged 6: Cricket infestation evident along stem wall Girl's Locker Room 500 Bldg: 4: Carpet torn Support Rooms 21 & 22 Backstage:
Electrical: Electrical	Good	126 Lab and back storage room: 4: Ceiling tiles stained 7: Electrical panels blocked 211: 7: Data cover missing by teacher's desk 302: 7: Data cover missing by teacher's desk Storage 414: 7: Electrical panels blocked

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Band Room 408: 4: South wall damaged under windows 9: Sink inoperable in back room 14: Asphalt walkway sunken onest side of building Boy's Locker Room 500 Bldg: 4: Walls damaged throughout, graffiti 8: Stall latches broken 12: Stucco damage 15: Restroom door drags on jamb Boy's Restroom 200 Wing: 8: Handicapped stall door lock inoperable Boy's Restroom 300 Wing: 8: Stall door do not latch Boy's Restroom by 405: 8: Stall door do not latch Coach's Office Boy's Locker Room: 8: Shower handle holder broken Coach's Office Girl's Locker Room: 4: Hole in north wall 8: Stall door doesn't close, latch broken Girl's Restroom 100 Wing: 8: Hand dryer inoperable Girl's Restroom 300 Wing: 8: Handicapped stall door lock inoperable MPR: 4: Wall damaged throughout
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	113: 12: Stucco damage on north wall 123: 12: Stucco damage on north side 212: 12: Stucco damage on north wall 214: 12: Stucco damaged on north wall 216: 12: Stucco damaged on east wall 311: 12: Stucco damaged on north wall 314: 4: Ceiling tiles stained; south wall covering stained and dirty; cove base missing on south wall 12: Fascia has blistering paint 417: 4: Ceiling tiles stained 12: Stucco damage on east wall is damaged and cracking Boy's Locker Room 500 Bldg: 4: Walls damaged throughout, graffiti 8: Stall latches broken 12: Stucco damage 15: Restroom door drags on jamb Library 121: 4: Wall damage at entry and bookshelf area 13: East gutter filled with debris

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Band Room 408: 4: South wall damaged under windows 9: Sink inoperable in back room 14: Asphalt walkway sunken onest side of building Boy's Locker Room 500 Bldg: 4: Walls damaged throughout, graffiti 8: Stall latches broken 12: Stucco damage 15: Restroom door drags on jamb
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	44	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	30	N/A	44	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 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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	22	N/A	32	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.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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.

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 2020-2021)

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. Yorba hosts many successful events and activities, 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 and Band Music Productions and Concerts
Winter Showcase
Fundraisers
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
Parent Trainings and Workshops
Title I Parent Meeting
PTA Meetings

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
(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	5.9	7.6	2.8	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	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	6.55	0.003%	
Expulsions	0.0	2.027%	

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.

School Safety Plan (School Year 2020-2021)

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	23	14	13	4	20	14	18		20	12	15	
Mathematics	27	6	11	4	22	9	15		21	10	13	
Science	27	4	9	5	23	5	11	3	26	4	9	4
Social Science	28	3	9	5	25	4	12	2	26	3	12	2

*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.

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

Title	Ratio
Academic Counselors*	552

*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 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	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5962.45	$265.63	$5696.82	$51886.70
District	N/A	N/A	$6616.90	$86,774
Percent Difference - School Site and District	N/A	N/A	-14.9	-50.3
State	N/A	N/A	$7,750	$83,052
Percent Difference - School Site and State	N/A	N/A	-30.5	-46.2

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

Types of Services Funded (Fiscal Year 2019-2020)

Yorba offered the following support programs that were funded with categorical programs:
- Reading Counts
- Literature reading campaigns to support the Million Word Club
- Math and Language Arts Tutoring
- English Language Development Classes
- Class size reduction in ELA intervention courses
- Release time for teachers
- Supplemental Instructional Materials for ELA, Math and ELD
- Teacher in-district training, conferences, seminars, and workshops.
- Instructional materials for English Learners
- AVID support
- Community Liaison
- Technology in classrooms

- Positive Behavior Intervention Support (PBIS)
- Parent workshops, materials, and supplies to support parent education
- Enrichment Summer Program

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,446	$50,029
Mid-Range Teacher Salary	$83,885	$77,680
Highest Teacher Salary	$109,082	$102,143
Average Principal Salary (Elementary)	$129,252	$128,526
Average Principal Salary (Middle)	$131,552	$133,574
Average Principal Salary (High)	$153,039	$147,006
Superintendent Salary	$256,476	$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	

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. In 2015-2016, the emphasis on professional development was critically reading strategies in all classrooms. In the 2016-2017, school year, we focused on 21st century teaching strategies to support critical reading and writing, verbal, and technology enhanced communication. In 2017-2018, the focus for professional development was on building student literacy. In 2018-2019, teachers are working to align formative assessments with new curriculum and provide descriptive feedback to all students to allow them to take active roles in their own learning journals. Professional development will be targeted at building skills necessary to help students with written communication by providing high quality, formative assessments and providing descriptive feedback. 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 at-risk coach that works with the 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. This year, due to the COVID pandemic, attending out of district professional development is not possible. However, Yorba teachers continue to receive support through OUSD in the areas of Google Classroom, Aeries reporting and additional distance learning support.