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Yellen Learning Center School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

</div>

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)

School Contact Information	
School Name	Yellen Learning Center School
Street	37015 Goldenview Way
City, State, Zip	Palmdale, CA 93552-5348
Phone Number	(661) 456-1600
Principal	Mrs. Linda Jaramillo
E-mail Address	LMJaramillo@palmdalesd.org
Web Site	palmdalesd.org/yn
CDS Code	19-64857-0102269

District Contact Information	
District Name	Palmdale School District
Phone Number	(661) 947-7191
Superintendent	Raul Maldonado
E-mail Address	DJNardi@palmdalesd.org
Web Site	www.palmdalesd.org

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

Palmdale School District Mission Statement

The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.

The vision of the Yellen Learning Center is to provide a learning environment in which all children are supported in their social, emotional and academic development in order to progress toward productive adulthood.

The staff at Yellen believes in:
Building positive relationships with students, parents and members of the community.
Respecting and accepting all people.
Providing a safe, clean, and healthy learning environment.
Assisting and guiding students in a structured school and classroom setting.
The necessity for communication among staff and between home and school.
The ability of students to learn to make good choices.

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

Grade Level	Number of Students
Grade 1	4
Grade 2	2
Grade 3	6
Grade 4	3
Grade 5	18
Grade 6	13
Grade 7	20
Grade 8	10
Total Enrollment	76

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	60.5
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	18.4
Native Hawaiian or Pacific Islander	0
White	19.7
Two or More Races	1.3
Socioeconomically Disadvantaged	93.4
English Learners	2.6
Students with Disabilities	100
Foster Youth	25

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
With Full Credential	10	10	10	810
Without Full Credential	0	0	0	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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: September 2015

All students are provided with appropriate textbooks in each curriculum area.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
Foreign Language	7-8: Pearson Learning 2011	Yes	0
Visual and Performing Arts	Bully Free Program	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

We take pride in keeping our school grounds and buildings maintained on a regular basis. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Our staff monitors the hallways and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

School Facility Good Repair Status (Most Recent Year)

<table>
<tr><td colspan="5">School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: July 2016</td></tr>
<tr><td rowspan="2">System Inspected</td><td colspan="3">Repair Status</td><td rowspan="2">Repair Needed and
Action Taken or Planned</td></tr>
<tr><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td>**Systems:** Gas Leaks, Mechanical/HVAC, Sewer</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Interior:** Interior Surfaces</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Electrical:** Electrical</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Restrooms/Fountains:** Restrooms, Sinks/ Fountains</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Safety:** Fire Safety, Hazardous Materials</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Structural:** Structural Damage, Roofs</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**External:** Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td>X</td><td></td><td></td><td></td></tr>
</table>

Overall Facility Rating (Most Recent Year)

<table>
<tr><td colspan="5">Year and month of the most recent FIT report: July 2016</td></tr>
<tr><td rowspan="2">Overall Rating</td><td>Exemplary</td><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td></td><td>X</td><td></td><td></td></tr>
</table>

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

<table>
<tr><td rowspan="3">Subject</td><td colspan="6">Percent of Students Meeting or Exceeding the State Standards
(grades 3-8 and 11)</td></tr>
<tr><td colspan="2">School</td><td colspan="2">District</td><td colspan="2">State</td></tr>
<tr><td>2014-15</td><td>2015-16</td><td>2014-15</td><td>2015-16</td><td>2014-15</td><td>2015-16</td></tr>
<tr><td>**English Language Arts/Literacy**</td><td>0</td><td>3</td><td>29</td><td>31</td><td>44</td><td>48</td></tr>
<tr><td>**Mathematics**</td><td>0</td><td></td><td>19</td><td>19</td><td>34</td><td>36</td></tr>
</table>

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	5	21	21	100.0	
	6	15	13	86.7	
	7	25	23	92.0	4.3
	8	11	11	100.0	
Male	5	19	19	100.0	
	6	13	11	84.6	
	7	23	21	91.3	4.8
Black or African American	5	15	15	100.0	
	7	12	12	100.0	8.3
Socioeconomically Disadvantaged	5	20	20	100.0	
	6	14	12	85.7	
	7	22	21	95.5	4.8
Students with Disabilities	5	21	21	100.0	
	6	13	11	84.6	
	7	24	23	95.8	4.3

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	5	21	21	100.0	
	6	15	13	86.7	
	7	25	24	96.0	
	8	25	24	96.0	
Male	5	19	19	100.0	
	6	13	11	84.6	
	7	23	22	95.7	
	8	23	22	95.7	
Black or African American	5	15	15	100.0	
	7	12	12	100.0	
	8	12	12	100.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	5	20	20	100.0	
	6	14	12	85.7	
	7	22	22	100.0	
	8	22	22	100.0	
Students with Disabilities	5	21	21	100.0	
	6	13	11	84.6	
	7	24	24	100.0	
	8	24	24	100.0	

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
Science (grades 5, 8, and 10)	--	--	27	48	49	40	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
All Students	32	30	93.8	26.7
Male	26	25	96.2	32.0
Black or African American	23	21	91.3	28.6
Socioeconomically Disadvantaged	29	27	93.1	29.6
Students with Disabilities	31	29	93.6	27.6

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
5	15.8	10.5	5.3
7	14.3	19	9.5

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)

Yellen Learning Center offers a variety of opportunities for parents to become involved. Yellen Learning Center maintains a School Site Council which conducts monthly meetings. Parents are encouraged to participate in our Back to School Night, Open House, and any other extra activities planned for parent participation such as our annual Art Festival and Talent Show. Yellen offers Parent Academy every year to encourage parent involvement and to inform them about procedures, protocols and district policies. Parents are encouraged to participate in parent conferences, IEPs, parent surveys and as parent volunteers. Please contact our school office for more information.

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
Suspensions	31.2	17.4	13.4	6.4	5.6	5.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Yellen Learning Center is committed to providing a safe environment for students, staff and community members. We maintain a locked campus with access limited to the main office entrance. Safety procedures and disaster preparedness are outlined in the Yellen Learning Center Emergency Disaster Plan. Through monthly drills, students develop the skills, habits, and attitudes that minimize panic and encourage intelligent action in the event of a sudden disaster. The primary responsibility of all teachers, paraeducators and other support staff during and after any emergency is to ensure to the best of their ability, the safety and welfare of their students.

Our Safety Plan is located in the office.

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	2007-2008	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	23
Percent of Schools Currently in Program Improvement	N/A	88.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K									1	1	0	0
1									5	1	0	0
2									2	1	0	0
3	8	1							6	5	0	0
4	10	1			8	4			2	2	0	0
5	8	2			7	2			7	3	0	0
6	8	2			8	8			3	4	0	0

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				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					5	5			4	8	0	0
Mathematics					5	5			4	9	0	0
Science					5	6			4	9	0	0
Social Science					7	4			1	1	0	0

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	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	05	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	0	N/A
Other	1	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	$659.82	$577.06	$82.75	$60,166.31
District	N/A	N/A	$85.08	$71,737
Percent Difference: School Site and District	N/A	N/A	-2.7	-10.7
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	-98.5	-17.6

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

Types of Services Funded (Fiscal Year 2015-16)

Title I funds are used to purchase suplemental curricular materials and equipment for special needs students.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,935	$44,573
Mid-Range Teacher Salary	$69,045	$72,868
Highest Teacher Salary	$82,275	$92,972
Average Principal Salary (Elementary)	$110,473	$116,229
Average Principal Salary (Middle)	$108,565	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$200,850	$201,784
Percent of Budget for Teacher Salaries	34%	39%
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)

Teachers meet frequently within Professional Learning Communities for lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on California Statet standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Over the past three years we have had support in academic instruction, non violent crisis intervention training, Capturing Kids Hearts training, and benchmark/CAASPP training and implementation.

Wednesday morning students arrive at a later time to allow for articulation and intensive training purposes specific to the instruction of the student population at Yellen Learning Center. This time is also used for didactic and hands on training by a consultant contracted with the district to work with the staff.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.