



## Yorba Linda Middle School



## 2015 School Statistics

(Sources: 2010 API Growth Report; 2010 AYP Report)

Community: Suburban  
Enrollment: 954  
Grade Levels: 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>  
School Schedule: Seven-period day with early release on Wednesdays.. 6<sup>th</sup> has three-period social studies/English core. 7<sup>th</sup> and 8<sup>th</sup> have two electives.

### Student Demographics

- 23.5% Hispanic
- 50.7% White
- 3.0% Black/African American
- 20.1% Asian/Asian American
- 3.1% Filipino/Filipino American
- .18% Free/Reduced Lunch
- .3.3% English Learners

2011 API: 885  
2012 API: 899  
2013 API: 910

(Visit [HYPERLINK](#)

["http://www.cde.ca.gov/ta/ac/ar/index.asp"](http://www.cde.ca.gov/ta/ac/ar/index.asp)

<http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school's data for prior years.)

### Designated in 2016

#### Yorba Linda Middle School.

Placentia Yorba Linda Unified School District.

Orange County

Cameron Malotte, Principal

4777 Casa Loma, Yorba Linda, CA 92886

## School Characteristics and Replicable Practices

- B3, a weekly intervention program, gives teachers the opportunity to collect missing work, re-teach or reinforce a lesson, allow make-up, provide enrichment, or reward students with an extended lunch period.
- PBIS is implemented throughout the school, with all teachers teaching PBIS social skills, school-wide procedures, and expectations during B3 at the beginning of the school year.
- Over half of the staff is trained in, and actively uses, explicit direct instruction. All teachers have been trained in informational reading across the disciplines.
- All teachers have websites and Google Classroom and all students have a Gmail account and use Google Drive, allowing them to write and work collaboratively.

- As needed, math intervention is provided through math lab class, reading intervention is provided through the Voyager class, and homework club is offered once a week after school.
- Students who demonstrate maladjusted behaviors that impact academics receive specialized support through collaborative classes, SDC, or ASPIRE. These programs call upon Social Services to provide wrap-around activities for families and students.
- All teachers have been trained in Step Up to Writing, facilitating interdisciplinary reinforcement of concepts and skills.
- During the first few weeks of school, all students set academic and career goals which are revisited with their designated teacher twice during the year.
- Weekly PLC groups meet in a cycle to allow for vertical content teams, horizontal grade level teams, staff conversations, and individual teacher professional development.