

Executive Summary School Accountability Report Card, 2015–16 published in 2016-17

For Yuba City Charter School

Address: 256 Wilbur Ave. Yuba City 95991
Principal: James Ferreira

Phone: 530-822-9667
Grade Span:K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2015–16 school year. School finances and school completion data, contact information, facilities, curriculum and instructional materials, and select teacher data reflect the most current data available in relation to the 2015-16 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Yuba City Charter School serves the community of Yuba City in Sutter County and is located approximately 40 miles north of Sacramento. It is a pleasant, residential community, which is the trading and service center for the surrounding agricultural area that has a growing city population of over 65,000.

Yuba City Charter School was organized on December 17, 1999, within the Yuba City Unified School District. The school provides a program for K-12 students, utilizing a combination program of independent study and direct instruction. In 2002-03 the school received interim status/accreditation for a three year period. YCCS again received accreditation for another three-year period with a review in 2006 and another three years added in 2009. In March of 2015, YCCS's accreditation was extended to full (6 years). YCCS will be up for full WASC review in 2018. Over the years, YCCS has produced mixed results in both growth and academic success as indicated by standardized test scores. Currently, YCS is experiencing an up-turn in student performance due to changes in leadership, philosophy, instructional practice, and curriculum.

Given a target population of at-risk youth, it is believed that individual learning plans best serve this and other populations of learners in the target population. The school provides a standards-based curriculum that encompasses the skills identified in the California Common Core Standards. In 2012-2013, the school relocated to a new 21,000 square foot site. The new school site was clean and provided permanent buildings that housed the elementary and high school students. Additional facilities included a multi-purpose/food service room, a supply room, in-class libraries for each grade level, a computer lab, special education offices and classrooms, a speech therapy meeting room, an independent study office, and 6 restrooms. A playing field and large blacktop area was used for PE classes, basketball, soccer, and children's playground. A new state of the art playground was constructed for healthy play in the spring of 2013. In 2014, Smartboards (Starboards) were installed in every classroom on campus and training was provided for all teachers early in 2015. Lunches as required by Federal Lunch Program are purchased from Yuba City Unified School District and are delivered daily. As of 2016, YCCS offers a full complement of A-G approved classes. FFA and 4H charters have been awarded to YCCS. Boy and Girl scout troops are available after school. YCCS has established a new and growing CTE program based upon Agriculture. Plans are in the works to place a full chemistry lab on campus and to provide formal counseling to YCCS students to support student growth and to facilitate and support students transitioning to four-year college programs.

YCCS is an independent, not-for-profit corporation that has a governance structure which includes all stakeholders which support the schools mission and vision. The school goals are anchored in a philosophy of education and a set of guiding principles. The school's vision includes the following fundamentals: An individualized education program organized for every student's success; A rich and challenging curriculum; Teaching methods that motivate and prepare students for graduation and future success.

Student Enrollment

Group	Enrollment
Number of students	215
Black or African American	3.3%
American Indian or Alaska Native	0%
Asian	6%
Filipino	0%
Hispanic or Latino	48.4%
Native Hawaiian or Pacific Islander	.4%
White	34.4%
Two or More Races	5%
Socioeconomically Disadvantaged	77.7%
English Learners	25.6%
Students with Disabilities	9.7%

Teachers

Indicator	Teachers
Teachers with full credential	24
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Miss-assignments of Teachers of English Learners	0
Total Teacher Miss-assignments	0

Student Performance

Subject	Students Meeting or Exceeding Standards on CAASPP Results
English-Language Arts	35%
Mathematics	20%
Science	NA
History-Social Science	NA

Second through fifth grades had fewer than 10 students per class. Therefore, the state does not provide scale scores or percentages for those classes. High School math classes are similarly effected lowering the total percentages.

Academic Progress¹

Indicator	Result
2013 Growth API Score (from 2013 Growth API Report)	NA
Statewide Rank (from 2012 Base API Report)	NA
Met All AYP Requirements	NA
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	NA
2015–16 Program Improvement Status (PI Year)	NA

School Facilities

Summary of Most Recent Site Inspection

The facility is in good repair. Carpets are clean and with very little wear. All windows are intact and security and fire alarms and burglar alarms are working and both systems have been upgraded, tested, and inspected. A schoolwide video surveillance system was installed in 2015-16 and is in good working order. Starboards are installed in all classrooms and all teachers have been trained. The dining facility has been inspected and passed health department standards. The entire facility is inspected annually by the Fire Marshal and has also passed inspection. All student furniture is in good repair and safe for student use. The entire school was painted as of August 2015. Landscape is clean and well kept. Yuba City Charter School is a safe and well maintained facility suitable and favorable to student learning.

Repairs Needed

In 2015-16 the back fence was replaced to the end of the property to allow YCCS full access to the adjoining parcel. Plans are in place to add a modular chemistry lab, a shop, and a track and field facility on the newly accessible back lot. No repairs are needed. There are tentative plans to divide two very large rooms to make two additional smaller classrooms.

Corrective Actions Taken or Planned

There are no corrective actions needed for 2015-16. Additions and divisions of classrooms are potential changes as is possible expansion of the computer lab which currently has 46 working computer stations.

¹ The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6782
District	\$6118
State	\$5677

School Completion

Indicator	Result
Graduation Rate (if applicable)	85.7

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	81.2%

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015–16 School Year
Published During 2016–17

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Throughout this document the letters DPL mean data provided by the local educational agency (LEA), and the letters DPC mean data provided by the CDE.

II. About This School

District Contact Information (School Year 2015–16)

District Name	Yuba City Charter School
Phone Number	530-822-9667
Web Site	www.yubacitycharter.com
Superintendent	James Ferreira
E-mail Address	j.ferreira@yubacitycharter.com

School Contact Information (School Year 2015–16)

School Name	Yuba City Charter
Street	256 Wilbur Ave.
City, State, Zip	Yuba City, CA 95991
Phone Number	530-822-9667
Principal	James Ferreira
E-mail Address	j.ferreira@yubacitycharter.com
County-District-School (CDS) Code	51-71464-5130125

School Description and Mission Statement (School Year 2015–16)

Mission:

Yuba City Charter School will provide K-12 students from Sutter County and the surrounding areas who wish to attend the charter school:

- A powerful and challenging academic program designed to prepare them for entry into career and college
- An environment of enrichment and empowerment that promotes personal character, ethical behavior, and an education that enables all students to reach their highest potential
- Positive role modeling that encourages exemplary citizenship and lifelong respect for learning, democratic values, and world-wide diversity

Vision:

Yuba City Charter School will develop, maintain, and continually improve an academically powerful education program that produces measurable student improvement, visible evidence of social character, and academic excellence.

This school has changed its approach to instruction and learning primarily due to its status as a PI school. Plans for 2016-2017 include continued support and professional development for Common Core Standards Based instruction. Professional development began in the 2013-2014 school year to prepare for the transition in 2014-15. New curriculum has been purchased and implemented. All core high school classes have been approved as meeting A-G requirements by UC system. Preparations are in progress to develop a counselling model that creates Independent learning plans for every student including four-year plans, post high school plans, and individualized plans for credit recovery, and optimized student achievement. Nearly the entire staff has been replaced in favor of highly skilled and qualified teachers in all core areas and all grade levels. The introduction of a new board and administration have led to plans for revised mission and vision statements to be adopted in 16-17 as well as complete review and revision of all board policies, administrative regulations, and a review of the original charter and bylaws also planned for 16-17.

Opportunities for Parental Involvement (School Year 2015–16)

Corporate Board Bylaw requires that three of the five school board members must be parents of currently attending students. Parent Advisory Committee (PAC) is in place and efforts continue to grow the PAC and expand parent involvement. Parents are encouraged to visit classrooms and attend all activities and field trips. Open House, and Back to School Night are well attended and continue to be a social point of contact for most of the YCCS. In 15-16 and previous years, parents had access to student grades and teacher gradebook entries through parent-portal as part of the AERIES student information system. Parents are included in multiple meetings throughout the year to contribute to development of the LCAP and WASC reports.

III. Student Performance

Standardized Testing and Reporting Program (CAASPP)

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs have been eliminated and have been replaced by the California Assessment of Student Performance and Progress (CAASPP). All students, grades three through 8 and 11th grade participated in the CAASPP in 2015-16. CAASPP measures student achievement on California State Standards for ELA and Math

<http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three Year Comparison (First Year of CAASPP)

Subject	Percent of Students Scoring at Meets or Exceeds (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
English-Language Arts	NA	20	35	NA	39	44	NA	44	49
Mathematics	NA	13	20	NA	27	29	NA	33	37
Science	NA	NA	NA	NA	NA	NA	NA	NA	NA
History-Social Science	NA	NA	NA	NA	NA	NA	NA	NA	NA

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Meets or Exceeds			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	35	20	NA	NA
All Students at the School	35	20	NA	NA
Male	34	29	NA	NA
Female	37	12	NA	NA
Black or African American	8	*	NA	NA
American Indian or Alaska Native	*	*	NA	NA
Asian	*	*	NA	NA
Filipino	*	*	NA	NA
Hispanic or Latino	17	11	NA	NA
Native Hawaiian or Pacific Islander	*	*	NA	NA
White	51	13	NA	NA

*classes with 10 or fewer students have do not have scores

Two or More Races	*	*	NA	NA
Socioeconomically Disadvantaged	32	18	NA	NA
English Learners	13	13	NA	NA
Students with Disabilities	20	13	NA	NA
Students Receiving Migrant Education Services	*	*	NA	NA

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.

California Physical Fitness Test Results (School Year 2015–16)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	58.3	50	41.7
7	41.1	23.5	5.9
9	46.7	26.7	0

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools. (**School ranking was discontinued in 2014-15**)

API Rank	2013	2014	2015
Statewide	NA	NA	Na
Similar Schools	NA	NA	NA

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2013–14	Actual API Change 2014–15	Actual API Change 2015–16
All Students at the School	NA	NA	NA
Black or African American	NA	**	NA
American Indian or Alaska Native	**	**	NA
Asian	**	**	NA
Filipino	**	**	NA
Hispanic or Latino	NA	NA	NA
Native Hawaiian or Pacific Islander	**	**	NA
White	NA	NA	NA
Two or More Races	**	**	NA
Socioeconomically Disadvantaged	NA	NA	NA
English Learners	**	**	NA
Students with Disabilities	NA	NA	NA

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2016 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2014 Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC

No API information for 2015.

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: No AYP has been calculated for 2015

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2015–16)

AYP Criteria	School	District
Made AYP Overall	NA	NA
Met Participation Rate - English-Language Arts	NA	NA
Met Participation Rate - Mathematics	NA	NA
Met Percent Proficient - English-Language Arts	NA	NA
Met Percent Proficient - Mathematics	NA	NA
Met API Criteria	NA	NA
Met Graduation Rate	NA	NA

Only 9-12 high schools receive AYP reports for 2014. Multiple grade level schools do not.

Federal Intervention Program (School Year 2015–16)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	PI (frozen)	PI (frozen)
First Year of Program Improvement	NA	NA
Year in Program Improvement	NA	NA
Number of Schools Currently in Program Improvement	N/A	NA
Percent of Schools Currently in Program Improvement	N/A	NA

Note: Cells shaded in black or with N/A values do not require data.

V. School Climate

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

Grade Level	Number of Students
Kindergarten	22
Grade 1	22
Grade 2	15
Grade 3	19
Grade 4	17
Grade 5	14

Grade 6	15
Grade 7	21
Grade 8	11
Ungraded Elementary	0
Grade 9	17
Grade 10	11
Grade 11	19
Grade 12	24
Ungraded Secondary	0
Total Enrollment	227

Student Enrollment by Student Group (School Year 2015–16)

Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0
Asian	5.2
Filipino	0
Hispanic or Latino	35.8
Native Hawaiian or Pacific Islander	.4
White	36.7
Two or More Races	5.1
Socioeconomically Disadvantaged	77.7
English Learners	25.6
Students with Disabilities	9.8

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15	1	0	0	20	1	0	0	22	0	1	0
1	16	1	0	0	13	1	0	0	22	0	1	0
2	13	1	0	0	17	1	0	0	15	1	0	0
3	9	1	0	0	14	1	0	0	19	1	0	0
4	12	1	0	0	13	1	0	0	17	1	0	0
5	9	1	0	0	6	1	0	0	14	1	0	0
6	8	1	0	0	17	1	0	0	15	1	0	0
7	13	1	0	0	9	1	0	0	21	0	1	0
8	12	1	0	0	16	1	0	0	11	1	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	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	4	0	0	15	4	0	0	11	5	0	0
Mathematics	18	4	0	0	15	4	0	0	11	5	0	0
Science	18	4	0	0	15	4	0	0	11	5	0	0
Social Science	18	4	0	0	15	5	0	0	11	5	0	0

* 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.

School Safety Plan (School Year 2015–16)

The School Safety plan was updated during the 2015-16 school year. The plan included evacuation routs for fire and other emergencies as well as procedures for lock-down, earthquake, flood and other potential emergency situations. Security features include fencing, school-wide video surveillance system, and additional staff was provided for yard-duty and security. Signs are posted requiring all visitors to report to the office and no one is allowed on campus without a visible visitor's pass.

Suspensions and Expulsions

Rate	School 2012–13	School 2013–14	School 2014–15	District 2012–13	District 2013–14	District 2014–15
Suspensions	65	49	53	1222	1154	1104
Expulsions	0	2	0	81	77	69

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2015–16)

The school is inspected each year by the fire marshal and the health inspector, both of whom have given positive reports on YCCS. The school is clean and safe at all times. Custodians have been hired as well as grounds keepers to maintain a clean, attractive, and safe campus. New student desks and other upgrades to facilities have improved student comfort and accessibility to curriculum and instruction. The entire exterior of the school was repainted, two classrooms have been expanded and two new classrooms were created in 2014. No immediate maintenance is needed.

School Facility Good Repair Status (School Year 2015–16)

Using the most recent 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 Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			None
Electrical: Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Replace back fence per City regulations and extend side fencing to back of lot

Overall Facility Rate (School Year 2015–16)

Overall Rating	Exemplary	Good	Fair	Poor
		X		

VII. Teachers

Teacher Credentials

Teachers	School 2013–14	School 2014–15	District 2013–14	District 2014–15
With Full Credential	100%	100%	NA	99.65%
Without Full Credential	0	0	NA	.35%
Teaching Outside Subject Area of Competence (with full credential)	0	0	NA	NA

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
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)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	NA	NA
High-Poverty Schools in District	NA	NA
Low-Poverty Schools in District	NA	NA

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.

VIII. Support Staff

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	227
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

Note: Cells shaded in black or 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015–16)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September, 2015

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts: Wonders K-6, Springboard 7-12	2015	yes	0
Mathematics: Go Math K-7, CPM 8-12	2015	yes	0
Science	2013	yes	0
History-Social Science	2012	yes	0
Foreign Language	2013	Yes	0
Health	2012	Yes	0
Visual and Performing Arts	NA	NA	NA
Science Laboratory Equipment (grades 9-12)	2013	Yes	0

Note: Schools are not required to present SARC information in a tabular format. This template is only a guide. Schools can provide a narrative or other format, as long as it includes all the information requested below:

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

*If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and **note the year and month in which the data were collected.**

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10,013	\$3,231	\$6,782	\$41,620
District	N/A	N/A	\$6,118	\$64,165
Percent Difference – School Site and District	N/A	N/A	-10%	54%
State	N/A	N/A	\$5,677	\$74,216
Percent Difference – School Site and State	N/A	N/A	-16%	78%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2015–16)

Student services include, two part-time special education teachers, one full-time para-educator for EL and SPED, one part time psychologist contracted from Sutter County, and Special Education support contracted from Sutter County. Additional services are contracted as needed from Sutter County Office of Education or other local agencies. Professional development on instructional strategies, RTI, EDI, and Common Core Instructional practices are also contracted through Sutter COE.

Teacher and Administrative Salaries (Fiscal Year 2015–16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,000	\$44,958
Mid-Range Teacher Salary	\$55,000	\$70,581
Highest Teacher Salary	\$81,000	\$91,469
Average Principal Salary (Elementary)	\$111,000	\$113,994
Average Principal Salary (Middle)	\$111,000	\$120,075
Average Principal Salary (High)	\$111,000	\$130,249
Superintendent Salary	\$111,000	\$218,315
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	4%	5

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			YCUS District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate	33.3	10.5	4.8	9.5	9.1	7.7	11.4	11.5	10.7
Graduation Rate	58.3	78	85.7	83.9	85.7	87.9	80.4	81.0	82.3

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion.

Graduating Class of 2015

Group	School	YCUS District	State
All Students	85.7	87.9	82.3
Black or African American	100	82.6	70.8
American Indian or Alaska Native	NA	40.0	73.1
Asian	80.0	97.7	92.6
Filipino	NA	100	93
Hispanic or Latino	87.5	82.7	78.5
Native Hawaiian or Pacific Islander	NA	100	82.2
White	85.7	88.1	88.0
Two or More Races	NA	91.3	86.0
Socioeconomically Disadvantaged	84.2	84.9	77.7
English Learners	75.0	78.8	69.4
Students with Disabilities	100	61.2	64.5

Career Technical Education Programs (School Year 2015–16)

The school is making the transition to fully Common Core. All Science classes are Agriculture Based classes blending all Common Core Science Standards with agricultural applications. Plans to expand career readiness include the additions of a student success coordinator who will monitor and assist all students with planning and course work specifically to help achieve students' future college and career goals. Plans are in progress to apply to the UC system to make all core classes at YCCS meet A-G standards. Plans are underway to offer a careers class to high school students next year. ROP are available to all students through Sutter County OE. Students are encouraged to take advantage of the partnership YCCS has with Yuba College allowing students concurrent enrollment so they can explore career and college options as well as to supplement and enhance their academic experience.

Career Technical Education Participation (School Year 2015–16)

Measure	CTE Program Participation
Number of pupils participating in CTE	39
Percent of pupils completing a CTE program and earning a high school diploma	NA
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	3

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2015–16 Students Enrolled in Courses Required for UC/CSU Admission	100
2014–15 Graduates Who Completed All Courses Required for UC/CSU Admission	81.2

Advanced Placement Courses (School Year 2015–16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	0

Note: Cells shaded in black or with N/A values do not require data.

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development is a major focus of YCCS. All teachers are participating in ongoing professional development to improve instructional practice and instructional planning as well as practice with regard to Common Core State Standards and the associated instructional practice and strategies necessary to improve student performance and success. Starboards are installed in all classrooms. Significant professional development has been provided to ensure that all teachers are fully trained in the use of the new technology. Due to a school-wide change of curriculum and instructional model, all teachers are working with trainers from the developers of the new curriculums to make best use of pre and post summative assessments as well as coordinated formative assessments. YCCS has adopted the Wonders curriculum developed by McGraw Hill. NWEA has been contracted to implement the MAP program of regular student assessment to inform instruction, predict outcomes for SBAC, and provide students with regular feedback on performance on Common Core Standards. The NWEA MAP program has proven to be extremely successful, informative, and predictive of student performance schoolwide and on the CAASPP. All employees went through the Capturing Kid's Hearts program and continue to revisit the elements of the program to improve student performance and school climate. 10 student non-attendance days were scheduled in 2016-17 for continuing professional development for all teachers.