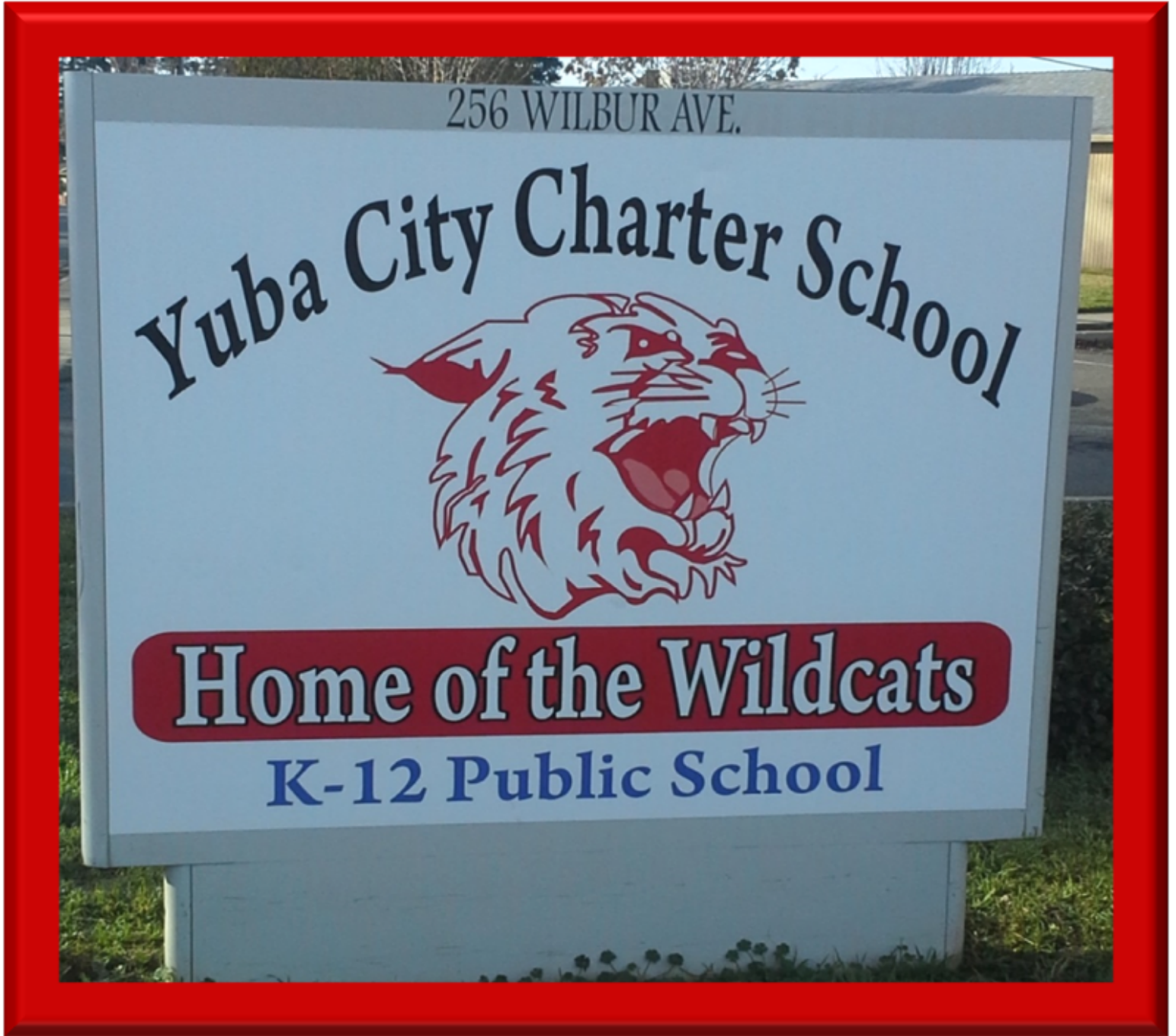


**Yuba City Charter School**  
**2021-2022 School Accountability Report Card**  
**(Published During the 2022-2023 School Year)**



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



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 web page 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.

## 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.

## 2022-23 School Contact Information

<b>School Name</b>	Yuba City Charter School
<b>Street</b>	256 Wilbur Avenue
<b>City, State, Zip</b>	Yuba City, CA 95991-5536
<b>Phone Number</b>	530-822-9667
<b>Principal</b>	Herbert W. Cooley
<b>Email Address</b>	<a href="mailto:h.cooley@yubacitycharter.com">h.cooley@yubacitycharter.com</a>
<b>School Website</b>	<a href="http://www.yubacitycharter.org/">http://www.yubacitycharter.org/</a>
<b>County-District-School (CDS) Code</b>	51-71464-5130125

## 2022-23 District Contact Information

<b>District Name</b>	Yuba City Charter School
<b>Phone Number</b>	(530) 822-9667
<b>Superintendent</b>	Herbert W. Cooley
<b>Email Address</b>	<a href="mailto:h.cooley@yubacitycharter.com">h.cooley@yubacitycharter.com</a>
<b>District Website Address</b>	<a href="http://www.yubacitycharter.org/">http://www.yubacitycharter.org/</a>

## 2022-23 School Overview

### About Our School

Yuba City Charter School serves a diverse K-12 student body. 81% of students attending YCCS are socio economically disadvantaged. YCCS provides these students with a highly academic well-rounded educational experience that includes A-G classes, State adopted Core Curricula, AP classes, CTE classes and Career Pathways, music, foreign language, and academic electives. Currently the school has a CSF chapter, FFA chapter, ASB leadership, seven AP classes, six career pathways. YCCS has a full-time guidance counselor who, along with a selected group of staff members including a psychologist, speech and occupational therapist comprise a comprehensive Student Success Team. YCCS has a fully stocked CTE science and chemistry laboratory. The school also has a CTE black box performing arts theater for range of drama, stagecraft and music classes. The school is fully accredited by the Western Association of Schools and Colleges (WASC). One of the main and most important goals of the school is to maintain a highly individualized program focusing on each student as an individual ensuring that the needs of each student are met. YCCS plans to continue a comprehensive plan for continued school improvement and growth. The school is committed to maintaining small class sizes while providing the best education and environment possible for each and every student who attends YCCS. Our dedicated team of teachers, administrators, and staff are committed to ensuring the safety, well-being, and success of every student.

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. The primary mode is student centered direct instruction with a limited independent study program. YCCS continues to experience an up-turn in student performance due to student focused leadership, philosophy, instructional practice and curriculum.

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, special education offices and classrooms, a speech therapy meeting room, an independent study office, and 6 restrooms. A playing field and large blacktop area are 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 the spring of 2022 new 80-inch interactive touch boards with embedded computers were installed in every classroom and staff training took place in the late spring of that year. 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. YCCS has established a new and growing CTE program based upon agriculture and performing arts offering 6 career pathways. A fully equipped and functioning chemistry lab and a fully equipped performing arts theater have been completed. Construction on a CTE agriculture workshop will be completed in 2023. A full-time counselor has been hired for YCCS students to support student growth and to facilitate and support students transitioning to four-year college programs. Currently all core high school classes meet the UC's A-G requirements. YCCS offers seven AP courses. Chromebooks are available in every classroom and each student has a separate Chromebook that is kept at home to complete assignments.

YCCS is an independent, not-for-profit corporation that has a governance structure which includes all stakeholders which support the school's 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	21
Grade 1	22
Grade 2	21
Grade 3	19
Grade 4	22
Grade 5	10
Grade 6	21
Grade 7	25
Grade 8	25
Grade 9	18
Grade 10	19
Grade 11	27
Grade 12	11
<b>Total Enrollment</b>	<b>261</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	0.8
Asian	4.6
Black or African American	0.4
Filipino	0.0
Hispanic or Latino	60.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.0
White	25.7
English Learners	24.9
Foster Youth	0.0
Homeless	8.4
Migrant	5.4
Socioeconomically Disadvantaged	80.8
Students with Disabilities	13.8

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.00	68.00	552.30	86.95	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.30	0.52	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.60	8.43	19.70	3.11	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	3.85	7.50	1.19	12115.80	4.41
<b>Unknown</b>	3.70	19.67	52.20	8.22	18854.30	6.86
<b>Total Teaching Positions</b>	19.20	100.00	635.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.



## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.60	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.70	
<b>Total Out-of-Field Teachers</b>	0.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.60	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Data was collected in August of 2022. There is not insufficiency of textbooks or instructional materials at YCCS.

<b>Year and month in which the data were collected</b>	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Reading/Language Arts: K-6 uses the Wonders curriculum for ELA. High school uses Springboard for ELA and on-line AP course materials. Supplemental books for high school English include Themes in World Literature for 12th grade AP, Adventures in American Literature for 11th grade AP, Short Stories Characters in Conflict for 9th and 10th grade, A Book of Poetry for 9-12 grade ELA, Thinking Through Grammar, and Holt English.	Yes	0
<b>Mathematics</b>	Mathematics: K-7 uses the Go Math curriculum and high school uses CPM for math. Core Connections Algebra 2, and Core Connections Geometry are used for each of those respective classes. Delta Math, an online math program, is used to supplement instruction.	Yes	0
<b>Science</b>	Science: Conceptual Physics is used for the physics class, Conceptual Physical Science is used for the Introduction to physical science class. Person Chemistry and Mader Biology is used for each respective science class.	Yes	0
<b>History-Social Science</b>	History-Social Science: Geography: World Geography; World History: Patterns of Interaction; Econ: Principles in Action and Principles & Policy; US History: The Americans	Yes	0
<b>Foreign Language</b>	Foreign Language: Ven Commigo 1,2,3, and 4	Yes	0
<b>Health</b>	Health: Glencoe Health	Yes	0
<b>Visual and Performing Arts</b>	N/A		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

## School Facility Conditions and Planned Improvements

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. The schoolwide video surveillance system, installed in 2015-16 and upgraded in 2021-22, is in good working order. Eighty inch interactive touchscreen monitors with embedded computers are installed in every classroom. Staff have been trained in using these interactive boards to help with engaging students in lessons. 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. In 2015-16 the back fence was replaced to the end of the property to allow YCCS full access to the adjoining parcel. Access to this property has allowed us to construct a new CTE shop facility that is near completion and begin the planning phase for a new track and field area. A new chemistry lab was completed for the opening of 18-19. A performing arts building has been completed on the main campus. There is some minor siding damage from weather and age that needs attention. Some of the damaged siding on the buildings have been repaired with plans to replace the siding in the future. Using Prop 39 resources, several HVAC systems were replaced, all thermostats were replaced, and all lighting schoolwide was replaced with LED lights. In 2020-21, a new outdoor dining facility was created to help protect students from indoor COVID exposure while also sheltering them from the elements and maintaining social distancing.

Corrective Actions Taken or Planned  
Plans are underway to replace or repair damaged siding.

**Year and month of the most recent FIT report**

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Carpets in two classrooms are planned for replacement in the summer of 2023.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Some dry rot and damage to siding on several buildings. Repair and replace damaged siding has begun with plans to continue repairing areas with the greatest need.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	44	N/A	39	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	19	N/A	24	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	153	150	98.04	1.96	44.00
<b>Female</b>	79	77	97.47	2.53	42.86
<b>Male</b>	74	73	98.65	1.35	45.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	81.82
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	97	96	98.97	1.03	30.21
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	14	14	100.00	0.00	78.57
<b>White</b>	29	27	93.10	6.90	62.96
<b>English Learners</b>	32	32	100.00	0.00	12.50
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	11	11	100.00	0.00	36.36
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	123	121	98.37	1.63	39.67
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	17	16	94.12	5.88	0.00

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	153	150	98.04	1.96	19.33
<b>Female</b>	79	77	97.47	2.53	9.09
<b>Male</b>	74	73	98.65	1.35	30.14
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	36.36
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	97	96	98.97	1.03	13.54
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	14	14	100.00	0.00	28.57
<b>White</b>	29	27	93.10	6.90	29.63
<b>English Learners</b>	32	32	100.00	0.00	9.38
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	11	11	100.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	123	121	98.37	1.63	16.53
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	17	16	94.12	5.88	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	8.22	22.67	NT	22.76	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	78	75	96.15	3.85	22.67
<b>Female</b>	37	35	94.59	5.41	17.14
<b>Male</b>	41	40	97.56	2.44	27.5
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	40	39	97.5	2.5	12.82
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	23	92	8	30.43
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	57	55	96.49	3.51	20
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	13	12	92.31	7.69	8.33



## 2021-22 Career Technical Education Programs

Yuba City Charter School offers Career Technical Education pathways in the Agricultural and Natural Resources and the Arts, Media and Entertainment Industry Sectors. The Agriculture and Natural Resource sector has career pathway courses offered directly by the district in Plant Science (Agricultural Physical Science and Greenhouse), Agriscience (Agricultural Biology, Agricultural Physics and Agricultural Chemistry), Agriculture Mechanics (Agriculture Woodshop I and Agriculture Woodshop II), and Animal Science (Animal Science and Veterinary Science). The Arts, Media and Entertainment sector has career pathway courses offered directly by the district in Performing Arts (Band I and Band II) and two pathways in Theatre and Stage Design (Drama I and Drama II / Theatre Technology I and Theatre Technology II). The CTE advisory committees have representatives from Commercial Feed Production, Commercial Nut growers, Hobby Livestock Producers, Producer of Children's theatre, and an owner of a Music education and sales center.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	99
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	8.70

## B. Pupil Outcomes

### 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 area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90%	85%	88%	82%	90%
Grade 7	93%	91%	95%	93%	90%
Grade 9	95%	90	89%	85%	88%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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. The ELAC and DELAC are composed of parents and staff providing oversight of the EL program and Title I funds. The ELAC, DELAC and PAC meet monthly in coordination with the monthly meeting of the Board. Parents are encouraged to visit classrooms and attend all activities and field trips. Open House, Back to School Night, Math Night and ELA Night are well attended and continue to be a social point of contact for most of the YCCS community. In 18-19 and previous years, parents had access to student grades and teacher gradebook entries through parent-portal as part of the AERIES student information system. Currently, parents may access students grades and work completion as well as communicate with teachers through the Google Classroom which is used in all classes. Parents are included in multiple meetings throughout the year to contribute to development of the LCAP and WASC reports. Parents are also invited to attend flag ceremonies and student award assemblies. In 2020, due to rising numbers of EL students, YCCS recruited parents and staff to form an ELAC and DELAC to represent and support the EL population at YCCS. Parents seeking opportunities for school involvement may call 530-822-9667 or visit the main office at 256 Wilbur Ave. Yuba City

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	0		8.8	10.4		8.9	7.8
Graduation Rate		100	94.1		85.6	83.1		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	17	16	94.1
Female	11	10	90.9
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	13	12	92.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	283	278	0	0.0
Female	142	139	0	0.0
Male	141	139	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	15	14	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	171	169	0	0.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	14	14	0	0.0
White	72	70	0	0.0
English Learners	75	74	0	0.0
Foster Youth	0	0	0	0.0
Homeless	23	23	0	0.0
Socioeconomically Disadvantaged	232	228	0	0.0
Students Receiving Migrant Education Services	14	14	0	0.0
Students with Disabilities	42	42	0	0.0

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.34	5.00	2.45
Expulsions	0.00	0.15	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.71	0.82	7.71	0.20	3.17
Expulsions	0.00	0.00	0.00	0.29	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.71	0.00
Female	0.70	0.00
Male	0.71	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.86	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.38	0.00

## 2022-23 School Safety Plan

The School Safety plan was updated in August of 2022. The plan included evacuation routes for fire and other emergencies as well as procedures for lock-down, earthquake, flood and other potential emergency situations. Security features include fencing, schoolwide 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. A magnetic gate with video was installed for walk-in, and an automatic main gates has been installed with camera and intercom for automobile entrance. Visitors must be "buzzed" in if they wish to enter campus during school hours, and unauthorized persons or vehicles are not permitted on campus. Major additions to the safety plan were made due to the COVID-19 pandemic which included access to campus, extreme cleaning and sanitation measures, masking, social distancing virtual, and distance learning. Cleaning and sanitization measures remain with the ability to quickly initiate pandemic level protocols if the need arises.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		1	
1	22		1	
2	14	1		
3	11	1		
4	21		1	
5	23		1	
6	29		1	

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1		
1	21		1	
2	16	1		
3	14	1		
4	9	1		
5	20	1		
6	21		1	



## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		1	
1	22		1	
2	21		1	
3	19	1		
4	22		1	
5	10	1		
6	21		1	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	15	1	
Mathematics	10	12	1	
Science	15	2	1	
Social Science	8	18	1	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	15	1	
Mathematics	9	10	2	
Science	23	1	1	
Social Science	8	19	1	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	13	2	
Mathematics	9	8	2	
Science	24		2	
Social Science	8	16		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1/261

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.6

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12440	2655	9785	56,177.17
District	N/A	N/A	10005	\$76,195
Percent Difference - School Site and District	N/A	N/A	-2.2	-30.2
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	39.0	-44.5

## 2021-22 Types of Services Funded

YCCS has a fully staffed Student Success Team. The team consists of a school counselor, two special education teachers, a special education secretary, a SELPA/Student Services Director, and part time aides. The Special Education program is fully funded to support the needs of all IEP students and to ensure compliance with all accommodations as directed by the IEP. Three teachers provide direct instruction of English Language Development for all second language students who have not met the requirements to be reclassified. Intervention classes are in place and students who are struggling receive formal help to improve grades and performance on standardized tests. SBAC and NWEA tests are administered three times per year to monitor student progress and to drive instruction and intervention practices. All students are monitored regularly by the Student Success Team to ensure that any student who is falling behind or struggling receives counseling and extra help to be successful.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,000	\$54,370
Mid-Range Teacher Salary	\$72,481	\$82,681
Highest Teacher Salary	\$99,329	\$106,610
Average Principal Salary (Elementary)	\$88,798.43	\$135,283
Average Principal Salary (Middle)	\$88,798.43	\$141,244
Average Principal Salary (High)	\$88,798.43	\$152,955
Superintendent Salary	\$144,480.95	\$264,367
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	5%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	32
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	2
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	6

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	11	10