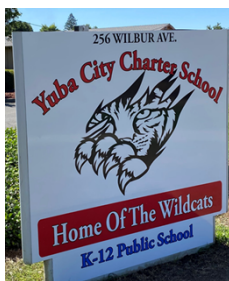


Yuba City Charter School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Yuba City Charter School
Street	256 Wilbur Avenue
City, State, Zip	Yuba City, CA 95991-5536
Phone Number	530-822-9667
Principal	Herbert W. Cooley
Email Address	h.cooley@yubacitycharter.com
School Website	http://www.yubacitycharter.org/
Grade Span	TK-12
County-District-School (CDS) Code	51-71464-5130125

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

About Our School

Yuba City Charter School serves a diverse TK-12 student body. 85% of students attending YCCS are socioeconomically 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, five AP classes, eight career pathways. YCCS has a full-time guidance counselor who, along with a selected group of staff members including a Dean, psychologist, speech therapist and occupational therapist comprise a comprehensive Student Success Team. YCCS has a

2024-25 School Description and Mission Statement

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 has a new CTE Ag Mechanics Laboratory with woodworking and welding equipment. The school also has a new Culinary Arts facility with industrial equipment including seven stations with Commercial ranges. 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 TK-12 students. The primary mode is student centered direct instruction with a limited independent study program. YCCS continues to experience an increase in student opportunities 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. Students in grade seven and above have access to a chartered FFA program. YCCS has an established CTE program that continues to add pathways. There are currently 8 career pathways in the areas of agriculture, performing arts, and culinary arts. A Vice Principal supports teacher professional development and implementation of curriculum. A new Dean of Student Services assists in the Student Success Team to make sure that all students have access to the curriculum and the opportunity to be successful. A full-time counselor supports student growth and students transitioning to four-year college programs. Currently all core high school classes meet the UC's A-G requirements. YCCS offers five 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	7
Kindergarten	12
Grade 1	18
Grade 2	20
Grade 3	20
Grade 4	19
Grade 5	24
Grade 6	26
Grade 7	28
Grade 8	14
Grade 9	18
Grade 10	13
Grade 11	21
Grade 12	13
Total Enrollment	253

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
American Indian or Alaska Native	0.4
Asian	5.9
Black or African American	0.4
Hispanic or Latino	67.6
Native Hawaiian or Pacific Islander	0.8
Two or More Races	2
White	17.8
English Learners	37.2
Homeless	3.6
Migrant	6.7
Socioeconomically Disadvantaged	85
Students with Disabilities	13.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.00	68.00	552.30	86.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.52	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	8.43	19.70	3.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	3.85	7.50	1.19	12115.80	4.41
Unknown/Incomplete/NA	3.70	19.67	52.20	8.22	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.90	67.23	560.20	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	13.10	2.07	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.61	14.30	2.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	4.26	12.90	2.04	11953.10	4.28
Unknown/Incomplete/NA	4.00	22.90	33.30	5.26	15831.90	5.67
Total Teaching Positions	17.80	100.00	634.00	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.90	44.66	542.90	88.28	231142.40	100.00
Intern Credential Holders Properly Assigned	1.80	10.34	8.80	1.44	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	6.33	21.10	3.44	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	4.58	10.40	1.69	11746.90	4.23
Unknown/Incomplete/NA	6.00	33.92	31.60	5.15	14303.80	5.15
Total Teaching Positions	17.60	100.00	614.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	1.00	1
Misassignments	1.60	0.00	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.60	1.00	1.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.70	0.70	0.8
Total Out-of-Field Teachers	0.70	0.70	0.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.60	2	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	12.7	14.4

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Data was collected in August of 2024. There is not insufficiency of textbooks or instructional materials at YCCS.

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	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
Science	Science: K-7 uses StemScopes, Conceptual Physics is used for the physics class, Conceptual Physical Science is used for the Introduction to physical science class. Pearson Chemistry and Mader Biology is used for each respective science class.	Yes	0
History-Social Science	History-Social Science:K-7 uses Impact. Geography: World Geography; World History: Patterns of Interaction; Econ: Principles in Action and Principles & Policy; US History: The Americans	Yes	0
Foreign Language	Foreign Language: Ven Commigo 1,2,3, and 4	Yes	0
Health	Health: Glencoe Health	Yes	0
Visual and Performing Arts	N/A		

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

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. New grass was installed in the quad during the summer of 2024. 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 and Culinary Arts facility that opened in August of 2023. The school is in the planning phase for a new track and field area in the adjoining parcel. 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 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 and replace the carpet in the 2nd grade classroom.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: 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. The roof of the Theater had a leak and repairs have been made.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	32	29	41	40	46	47
Mathematics (grades 3-8 and 11)	19	11	27	26	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	153	147	96.08	3.92	28.57
Female	63	59	93.65	6.35	38.98
Male	90	88	97.78	2.22	21.59
American Indian or Alaska Native	--	--	--	--	--
Asian	8	8	100	0	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	108	105	97.22	2.78	24.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	21	20	95.24	4.76	30.00
English Learners	54	51	94.44	5.56	9.80
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	129	125	96.90	3.1	26.4
Students Receiving Migrant Education Services	12	12	100.00	0.00	33.33
Students with Disabilities	17	17	100.00	0.00	11.76

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	153	150	98.04	1.96	11.33
Female	63	60	95.24	4.76	15.00
Male	90	90	100.00	0.00	8.89
American Indian or Alaska Native	--	--	--	--	--
Asian	8	8	100	0	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	108	108	100.00	0.00	5.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	21	20	95.24	4.76	30.00
English Learners	54	54	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	4	4	100	0	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	129	127	98.45	1.55	7.08
Students Receiving Migrant Education Services	12	12	100.00	0.00	16.67
Students with Disabilities	17	17	100.00	0.00	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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	16.67	6.58	23.11	22.86	30.29	30.73

2023-24 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
All Students	61	60	98.36	1.64	6.58
Female	31	30	96.77	3.23	6.67
Male	30	30	100.00	0.00	3.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	45	45	100.00	0.00	4.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	9	9	100.00	0.00	--
English Learners	16	16	100.00	0.00	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	53	100.00	0.00	3.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	6	6	100.00	0.00	--

2023-24 Career Technical Education Programs

Yuba City Charter School offers Career Technical Education pathways in the Agricultural and Natural Resources, the Arts, Media and Entertainment, and Hospitality, Tourism and Recreation 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 Mechanics I and Agriculture Mechanics 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), two pathways in Theatre and Stage Design (Drama I and Drama II / Theatre Technology I and Theatre Technology II) and Studio Arts (Visual and Commercial Arts/Advanced Visual and Commercial Arts). The Hospitality, Tourism and Recreation sector has career pathway courses offered directly by the district in Culinary Arts (Culinary Arts I and Culinary Arts 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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	102
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	11.11

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.

2023-24 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. The administration of the PFT requires only participation results 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	90	95	95	95
Grade 7	94	94	94	90	90
Grade 9	90	93	93	93	93

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.

2024-25 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. 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. Parents are also invited to attend plays for the elementary afterschool drama program quarterly and high school plays that take place each semester. 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. 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0	0.0	0.0	10.4	11.6	15.6	7.8	8.2	8.9
Graduation Rate	94.1	94.7	100.0	83.1	81.7	82.2	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	15	15	100.0
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	12	12	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	13	13	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	294	273	6	2.2
Female	142	129	5	3.9
Male	152	144	1	0.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	209	193	2	1.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	--	--	--
White	53	50	3	6.0
English Learners	109	101	2	2.0
Foster Youth	--	--	--	--
Homeless	13	12	0	0.0
Socioeconomically Disadvantaged	268	248	6	2.4
Students Receiving Migrant Education Services	17	17	0	0.0
Students with Disabilities	38	35	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.71	4.47	4.42	7.71	6.14	4.8	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.34	0.34	0.29	0.14	0.18	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.42	0.34
Female	4.23	0.70
Male	4.61	0.00
Non-Binary	0.00	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	4.78	0.48
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	1.89	0.00
English Learners	4.59	0.92
Foster Youth	0.00	0.00
Homeless	7.69	0.00
Socioeconomically Disadvantaged	4.85	0.37
Students Receiving Migrant Education Services	5.88	0.00
Students with Disabilities	2.63	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The School Safety plan was updated in August of 2024. 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

2024-25 School Safety Plan

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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22		1	
3	22		1	
4	22		1	
5	24		1	
6	25		1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	7	1		
K	12	1		
1	18	1		
2	20	1		
3	20	1		
4	19	1		
5	24		1	
6	26		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		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	17		
Mathematics	9	10		
Science	20	2		
Social Science	7	17		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	8	17	1	
Mathematics	9	10	1	
Science	21	1	1	
Social Science	8	12	1	

2023-24 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	260:1

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	1.6

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$16,587	\$5,015	\$11,571	\$52,305
District	N/A	N/A	\$11,821	\$81,749
Percent Difference - School Site and District	N/A	N/A	-2.1	-43.9
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	7.2	-60.6

Fiscal Year 2023-24 Types of Services Funded

YCCS has a fully staffed Student Success Team. The team consists of a school counselor, special education teachers, a special education coordinator, and paraprofessional. 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. A Dean of Academics reviews student data and works with staff to develop SMART goals for struggling students and support intervention strategies in the classroom. 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 and the Dean of Academics to ensure that any student who is falling behind or struggling receives counseling and extra help to be successful.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	54600	\$59,551
Mid-Range Teacher Salary	\$77,672	\$93,855
Highest Teacher Salary	\$106,442	\$120,219
Average Principal Salary (Elementary)	\$160,217	\$151,525
Average Principal Salary (Middle)	\$167,116	\$158,215
Average Principal Salary (High)	\$172,582	\$171,087
Superintendent Salary	\$237,539	\$300,043
Percent of Budget for Teacher Salaries	28.25	31
Percent of Budget for Administrative Salaries	4.52	4.91

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	33.9
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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	0
Science	1
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

Professional Development is offered for Social Emotional support. All staff, including board members, attend Capturing Kids' Hearts training. Curriculum training is offered to all staff. CTE staff attend trainings related to their industry pathways. Staff is trained in Safety protocols and schoolwide procedures. Teachers are trained in "Best Teacher Practices". During the 2024-25 school year, teachers received training in ELD by Theresa Hancock.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10