



# Yuba City Charter School

**ADDRESS:** 990 Klamath Lane, #15, Yuba City, CA 95993   **PHONE:** (530) 822-9667  
**PRINCIPAL:** Paul Tice   **GRADE RANGE:** K-12   **SCHEDULE:** Traditional

## OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Student enrollment</b>	Total number of students enrolled	334	618	1,342
<b>Teachers</b>	Number of classroom teachers (full-time equivalent)	12	27	56
<b>Students per teacher</b>	How many students there are per teacher	29	23	24
<b>Academic Performance Index</b>	The state's method of combining test scores across all subjects and grade levels	669	N/A	668
<b>Students per computer</b>	How many students share one computer	8	4	4

### Principal's Comments

At Yuba City Charter School, we are excited about the many opportunities we provide for our students to learn. During the 2002–2003 school year, our student enrollment grew to capacity, requiring us to look for additional facilities for the next school year.

We are currently implementing the Character First program as an integral part of our curriculum. The program offers training and resources to help teachers and parents build character in the lives of their children.

Our kindergarten through third grade students use the Saxon Phonics and Math programs. Our third through twelfth grade students use a brand new curriculum, designed and published by Starline Press. This program is based on the California Content Standards and fits our model for teaching and learning.

### Major Achievements

- Our score on the Academic Performance Index (API) rose by 19 points this year.
- Our economically disadvantaged children have kept pace with the schoolwide rise in API scores.
- Yuba City Charter School (YCCS) was awarded a three-year accreditation by the Western Association of Schools and Colleges in June 2003.
- More than 90 percent of our students who took the English/Language arts portion of the California High School Exit Exam (CAHSEE) passed the test.

### Focus for Improvement

- Continue to use computer-based literacy assessments to earlier identify students who are having difficulties in reading.
- Utilize strategies to improve students' reading fluency and comprehension.
- Continue to provide small group writing and math instruction for fourth through twelfth grade students. Our ultimate goal is to better prepare students for state assessments.

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### Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The state Dept. of Education (CDE) calculates our school’s API score using student test results from the California Standards Test, the CAT/6, and, for high schools, the California High School Exit Exam. API scores range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800.

Yuba City’s API was 669 (out of 1000). This is an increase of 19 points compared to last year’s API. About 100 percent of students took the test, which did meet the state’s required participation rate of 90 percent.

**API RANKINGS:** Based on our API score, our school is ranked on a scale from 1 to 10 (10 being the highest). We receive one ranking that compares us to all high schools in the state. Compared to all high schools in California, our school currently ranks 4 out of 10.

We also receive a second ranking that compares us to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 1 out of 10.

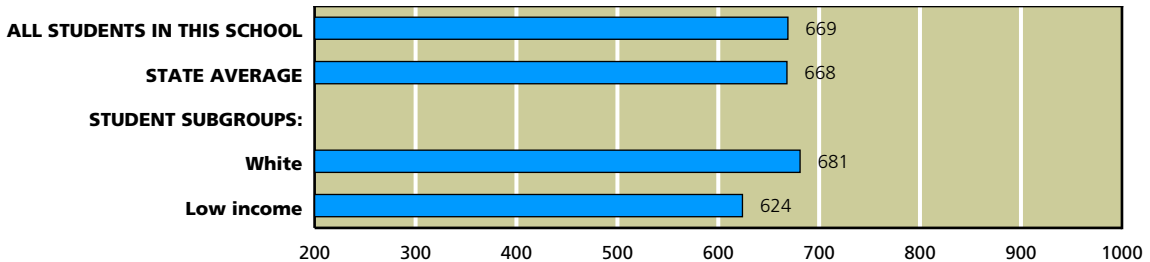
**API GROWTH TARGETS:** Each year, the state sets specific API “growth targets” for every school. They assign one growth target for the entire school, and they set additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible for awards, such as the Governor’s Performance Award; if they do not, they may receive sanctions. We met our assigned growth targets during the 2002–2003 school year and qualified for the Governor’s Performance Award. Just for reference, 67 percent of high schools met their growth targets.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>669</b>
<b>Growth attained from prior year</b>	<b>+19</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>
<b>Governor’s Performance Award</b>	<b>Yes</b>
<b>Underperforming school</b>	<b>No</b>

SOURCE: API based on spring 2003 test cycle. Growth scores alone are displayed, and are current as of February 2004.

\*Ethnic or socioeconomic groups of students that make up 15% or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Academic Performance Index, Spring 2003



SOURCE: Academic Performance Index based on spring 2003 test cycle. State average represents high schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet new requirements set by the federal education law known as No Child Left Behind. This law requires all schools to report how well students are achieving based on a concept called Adequate Yearly Progress (AYP).

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above proficient levels on the High School Exit Exam (11.2 percent on the English test and 9.6 percent on the math test). These goals must also be met by significant ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 560 or increase their API by one point. Third, 95 percent of the student body must take the required standardized tests. Fourth, the graduation rate for the class of 2001-02 must be higher than 82.8 percent (or satisfy alternate improvement criteria).

If a school fails to meet even one of the criteria, it fails to meet AYP. While all schools must report their progress towards meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. If these schools fail to meet AYP for two consecutive years or more, they must provide special services to students, such as a transfer to a different school or tutoring. In some cases, the school faces intervention from the state of California.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Met graduation rate</b>	<b>Yes</b>
<b>Program Improvement School</b>	<b>No</b>

SOURCE: AYP is based on Phase I, II, and III results released by the CDE between October 2003 and March 2004.

### Adequate Yearly Progress, Detail by Subgroup

● DID MEET GOAL ● DID NOT MEET GOAL ● MET GOAL (<100 STUDENTS)

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 11.2% MEET OBJECTIVE ON EXIT EXAM?	DID 95% OF STUDENTS TAKE THE TEST?	DID 9.6% MEET OBJECTIVE ON EXIT EXAM?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>White/Other</b>	●	●	●	●

The table at left shows where we met our AYP goals. The gray dots represent where we’ve met our goals; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “adequate yearly progress.”

Note: The absence of a dot means that there were too few scores for statistical reliability.

SOURCE: AYP release of January 2004, Calif. Dept. of Education

**STUDENT ACHIEVEMENT**

**California Standards Test**

The California Standards Tests (CST) are a set of tests given only to students in California, based solely on our state’s standards. The tests help us see how well our students are mastering the subject matter content and skills set by our State Board of Education. Students are scored against five established measures of proficiency and not against each other. The five performance levels are advanced, proficient, basic, below basic, and far below basic. The State Board of Education has established the top two levels (advanced or proficient) as the goal for all students.

To qualify to take any of the California Standards Tests, a student must be studying material relevant to the exam. For example, to take the algebra I test, a student must be enrolled in or have completed the algebra I course. The adjacent table shows the percent of our students who participated in various California Standards Tests compared to other students in the state. Participation rates in the California Standards Test are one way to view the type of curriculum that we provide at our school.

The following tables show the scores of students who took these tests. At the top, you can see how our students scored compared to other high school students in the state. Below our schoolwide results you’ll find the scores for significant groups of students in our school, compared to each other, and showing just those scoring proficient and advanced.

SUBJECT	PERCENT OF STUDENTS TAKING TEST		PERCENT OF STUDENTS SCORING PROFICIENT OR HIGHER	
	OUR SCHOOL	STATE AVERAGE	OUR SCHOOL	STATE AVERAGE
English/language arts	99%	94%	32%	36%
General math	37%	12%	28%	15%
Algebra I	12%	27%	25%	14%
Geometry	12%	20%	8%	25%
Algebra II	N/A	13%	N/A	29%
Summative math	N/A	6%	N/A	45%
World history	100%	92%	17%	28%
U.S. history	97%	89%	30%	36%
Biology	21%	26%	25%	37%
Chemistry	4%	12%	N/A	31%
Earth science	44%	7%	18%	22%
Physics	N/A	3%	N/A	30%

SOURCE: The scores and participation rates for the California Standards Tests are from the spring 2003 test cycle as reported by the California State Department of Education. State averages represent high schools only.

### English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			32%	99%	<b>SCHOOLWIDE AVERAGE:</b> About four percent fewer students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			36%	94%	

### English/Language Arts, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

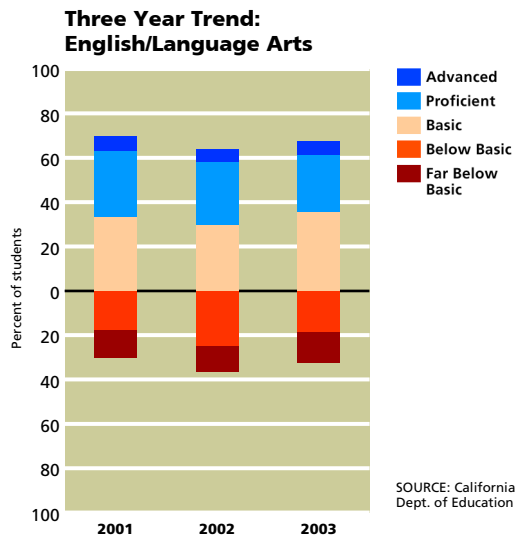
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			16%	49	<b>GENDER:</b> About 23 percent more girls than boys at our school scored proficient or higher.
Girls			39%	109	
English proficient			32%	221	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income			24%	38	<b>INCOME:</b> About 13 percent fewer students from lower income families scored proficient or higher than our other students.
Not low income			37%	144	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			33%	207	
White			35%	158	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.

SOURCE: The scores for the California Standards Tests are from the spring 2003 test cycle. State average represents high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year to year. This means progress can be fewer students in the lower two proficiency bands, or more students in the top proficiency bands.



To read more about the English/language arts standards for [ninth and tenth](#) grades and [eleventh and twelfth](#) grades, visit the California Department of Education's Web site.



### Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):



■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			8%	12%	<b>SCHOOLWIDE AVERAGE:</b> About 17 percent fewer students at our school scored proficient or higher than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			25%	20%	

### Geometry, by subgroup

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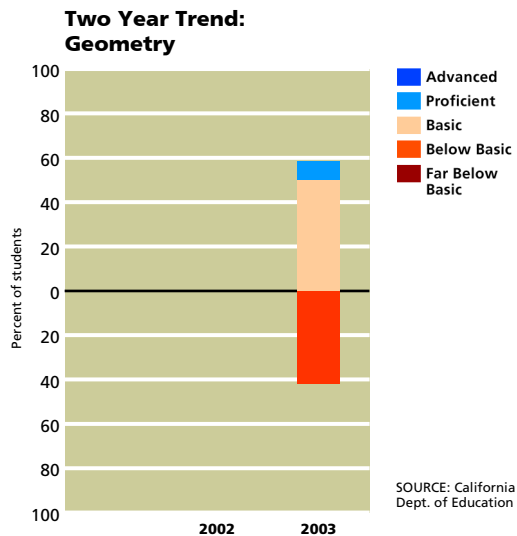
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
<b>Boys</b>	NO DATA AVAILABLE		N/A	7	<b>GENDER:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
<b>Girls</b>	NO DATA AVAILABLE		N/A	5	
<b>English proficient</b>			8%	12	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
<b>English learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			8%	12	
<b>Low income</b>	NO DATA AVAILABLE		N/A	3	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
<b>Not low income</b>	NO DATA AVAILABLE		N/A	9	
<b>Asian American</b>	DATA STATISTICALLY UNRELIABLE		N/A	N/A	<b>ETHNICITY:</b> When fewer than 40 students of any subgroup schoolwide take this test, their results are likely to lack statistical reliability. When this occurs, you'll see the phrase "Data statistically unreliable" in the second column to the left.
<b>Hispanic</b>	DATA STATISTICALLY UNRELIABLE		N/A	N/A	
<b>White</b>	DATA STATISTICALLY UNRELIABLE		N/A	N/A	

SOURCE: The scores for the California Standards Tests are from the spring 2003 test cycle. State average represents high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year-to-year. This means progress can be fewer students in the lower two proficiency bands or students in the top proficiency bands.

To read more about the math standards for grades [eight through twelve](#), as well as the California standards for [geometry](#), visit the California Department of Education's Web site.



### U.S. History

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			30%	97%	<b>SCHOOLWIDE AVERAGE:</b> About six percent fewer students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			36%	89%	

### U.S. History, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

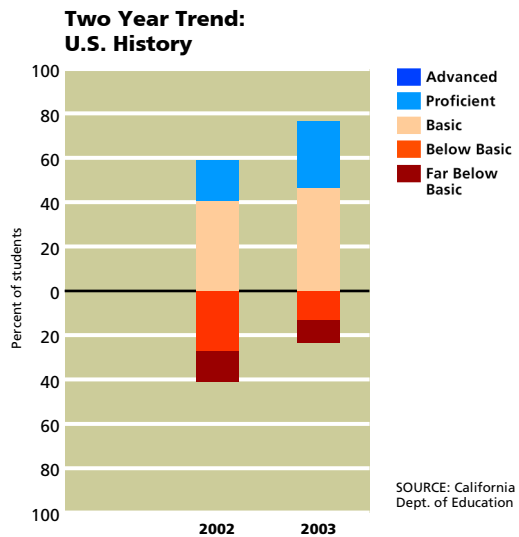
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			31%	13	<b>GENDER:</b> About two percent more boys than girls at our school scored proficient or higher.
Girls			29%	17	
English proficient			30%	30	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income			9%	11	<b>INCOME:</b> About 33 percent fewer students from lower income families scored proficient or higher than our other students.
Not low income			42%	19	
Learning disabled	NO DATA AVAILABLE		N/A	1	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			31%	29	
Asian American	DATA STATISTICALLY UNRELIABLE		N/A	N/A	<b>ETHNICITY:</b> When fewer than 40 students of any subgroup schoolwide take this test, their results are likely to lack statistical reliability. When this occurs, you'll see the phrase "Data statistically unreliable" in the second column to the left.
Hispanic	DATA STATISTICALLY UNRELIABLE		N/A	N/A	
White	DATA STATISTICALLY UNRELIABLE		N/A	N/A	

SOURCE: The scores for the California Standards Tests are from the spring 2003 test cycle. State average represents high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year-to-year. This means progress can be fewer students in the lower two proficiency bands or more students in the top proficiency bands.

To read more about the California history standards for [tenth](#), [eleventh](#), and [twelfth](#) grades, visit the California Department of Education's Web site.



**Biology**

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			25%	21%	<b>SCHOOLWIDE AVERAGE:</b> About 12 percent fewer students at our school scored proficient or higher than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			37%	26%	

**Biology, by subgroup**

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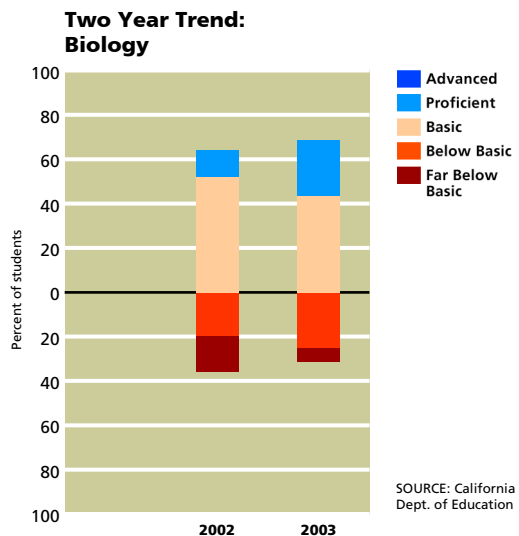
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
<b>Boys</b>	NO DATA AVAILABLE		N/A	8	<b>GENDER:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
<b>Girls</b>	NO DATA AVAILABLE		N/A	8	
<b>English proficient</b>			25%	16	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
<b>English learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Low income</b>	NO DATA AVAILABLE		N/A	4	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
<b>Not low income</b>			33%	12	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	2	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			29%	14	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/A	N/A	<b>ETHNICITY:</b> When fewer than 40 students of any subgroup schoolwide take this test, their results are likely to lack statistical reliability. When this occurs, you'll see the phrase "Data statistically unreliable" in the second column to the left.
<b>Asian American</b>	DATA STATISTICALLY UNRELIABLE		N/A	N/A	
<b>Hispanic</b>	DATA STATISTICALLY UNRELIABLE		N/A	N/A	
<b>White</b>	DATA STATISTICALLY UNRELIABLE		N/A	N/A	

SOURCE: The scores for the California Standards Tests are from the spring 2003 test cycle. State average represents high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

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To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the California Department of Education's Web site.



### California Achievement Test (CAT/6)

Our students took the California Achievement Test (CAT/6) for the first time during the 2002-2003 school year. The CAT/6 is a “nationally normed” test, which means that students are scored against each other, much like being graded “on the curve.” The CAT/6 reflects national academic standards, and it enables us to see how our students are doing compared to other students in the nation.

There are many ways to present test scores. We’ve constructed two schoolwide perspectives on the results: high-scoring students (those in the top quarter of students nationally) and students scoring at or above average (those in the top half). When the data makes it possible, we also separate the scores of students proficient in English compared to their peers, and the scores of students still learning English compared to their peers. Note that test scores of students in grades two through eleven are included in reading, language, and math because we serve grades kindergarten through twelve. In history/social studies and science, we report the scores of students in grades six through twelve.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>READING</b>				
<b>High-scoring students</b>	Percent of students scoring at or above the 75th percentile nationally	24%	21%	24%
<b>Students scoring at or above average (all students)</b>	Percent of students scoring at or above the 50th percentile nationally	51%	48%	49%
<b>English proficient students</b>	Percent of English proficient students scoring at or above the 50th percentile nationally	51%	55%	57%
<b>English learners</b>	Percent of English learners scoring at or above the 50th percentile nationally	N/A	11%	14%
<b>LANGUAGE</b>				
<b>High-scoring students</b>	Percent of students scoring at or above the 75th percentile nationally	19%	21%	24%
<b>Students scoring at or above average (all students)</b>	Percent of students scoring at or above the 50th percentile nationally	47%	47%	49%
<b>English proficient students</b>	Percent of English proficient students scoring at or above the 50th percentile nationally	47%	54%	56%
<b>English learners</b>	Percent of English learners scoring at or above the 50th percentile nationally	N/A	15%	15%
<b>MATH</b>				
<b>High-scoring students</b>	Percent of students scoring at or above the 75th percentile nationally	22%	24%	26%
<b>Students scoring at or above average (all students)</b>	Percent of students scoring at or above the 50th percentile nationally	46%	48%	49%
<b>English proficient students</b>	Percent of English proficient students scoring at or above the 50th percentile nationally	45%	54%	54%
<b>English learners</b>	Percent of English learners scoring at or above the 50th percentile nationally	N/A	23%	21%

SOURCE: The scores for the CAT/6 are from the spring 2003 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>SCIENCE</b>				
<b>High scoring students</b>	Percent of students scoring at or above the 75th percentile nationally	12%	24%	24%
<b>Students scoring above average (all students)</b>	Percent of students scoring at or above the 50th percentile nationally	36%	50%	48%
<b>English-proficient students</b>	Percent of English-proficient students scoring at or above the 50th percentile nationally	36%	58%	56%
<b>English learners</b>	Percent of English learners scoring at or above the 50th percentile nationally	N/A	15%	15%

SOURCE: The scores for the CAT/6 are from the spring 2003 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Yuba City, 51 percent of students scored at or above average in reading (compared to 49 percent statewide); 47 percent scored at or above average in language (compared to 49 percent statewide); 46 percent scored at or above average in math (compared to 49 percent statewide); and 36 percent scored at or above average in science (compared to 48 percent statewide). The subject with the most students scoring at or above average was reading.

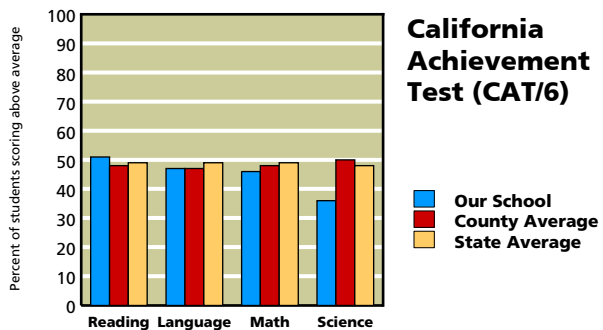
**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At Yuba City, 24 percent of students scored at the top in reading (compared to 24 percent statewide); 19 percent scored at the top in language (compared to 24 percent statewide); 22 percent scored at the top in math (compared to 26 percent statewide); and 12 percent scored at the top in science (compared to 24 percent statewide). The subject with the most high-scoring students was reading.

**ENGLISH PROFICIENT STUDENTS SCORING ABOVE AVERAGE:** Here we've separated the results of students who are English proficient from students who are learning English. At Yuba City, 51 percent of English proficient students scored at or above average in reading (compared to 57 percent statewide); 47 percent scored at or above average in language (compared to 56 percent statewide); 45 percent scored at or above average in math (compared to 54 percent statewide); and 36 percent scored at or above average in science (compared to 56 percent statewide). The subject with the most English proficient students scoring at or above average was reading.

**ENGLISH LEARNERS SCORING ABOVE AVERAGE:** This view of test scores examines how well students classified as English learners performed on the CAT/6. A comparison of SAT-9 scores for this subgroup is unavailable because the number of students in this category is either zero or too small to be statistically significant. When the number of students taking the SAT-9 is very small, the California Department of Education prohibits us from reporting test scores to protect the privacy of our students.

**Our CAT/6 Results Compared**

Students at our school take the CAT/6 in grades two through eleven. In the graph to the right, you'll see the results of all students in each of the subjects we tested. The values displayed represent the percent of our students who scored at or above average compared to other high students in the county and state. This is just one way to view results. More specific grade-level results are available on request.



SOURCE: Spring 2003 test cycle. State average represents high schools only.

**Other Measures of Student Achievement**

Our teachers evaluate students' skills using oral questioning and written tests. Our fourth and seventh grade students take the state writing tests in the spring of each year.

We are on the semester system, with four report card periods each school year. We require parents to attend a parent-teacher conference after the first reporting period, which ends in late October.

**PREPARATION FOR COLLEGE AND THE WORKFORCE**

**College Preparation**

Yuba City Charter School has a guidance counselor who helps students prepare for college or vocational school. We suggest that students meet with this counselor twice a year, beginning in the ninth grade. Students from YCCS may take college courses at Yuba College or online beginning in their ninth grade year.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>SAT-I verbal</b>	Average score of juniors and seniors taking the test, 2002–2003	N/A	481	494
<b>SAT-I math</b>	Average score of juniors and seniors taking the test, 2002–2003	N/A	509	518
<b>SAT-I participation rate</b>	Percent of seniors who took the test, 2002–2003	0%	21%	37%
<b>Advanced classes</b>	Ratio of the number of advanced placement classes taken and passed, to the number of juniors and seniors, 2002–2003	0%	4%	21%
<b>Students meeting UC or CSU course requirements</b>	Percent of graduates passing all of the courses required for admission to the UC or CSU systems, 2002–2003	100%	20%	36%
<b>Students attending UC</b>	Percent of graduates who actually attended any campus of the University of California system, 2001–2002	0%	5%	8%
<b>Students attending CSU</b>	Percent of graduates who actually attended any campus of the California State University system, 2001–2002	0%	8%	11%
<b>Students attending community colleges</b>	Percent of graduates who actually attended any campus of the California community college system, 2001–2002	100%	40%	34%

SOURCE: SAT-I test data provided by the College Board for the 2001–2002 school year. They also provide the information about Advanced Placement courses taken and passed. College attendance data is from the California Post-Secondary Education Commission for the graduating class of 2002 and from Yuba City Charter School. Enrollment in UC/CSU qualifying courses comes from the PAIF report of October 2002. County and state averages represent high schools only.

In the 2002–2003 academic year, zero percent of Yuba City students took the SAT-I, compared to 37 percent of high school students in California.

Yuba City did not report its SAT-I scores.

Advanced Placement classes (AP) are a useful indicator of how college-oriented students are doing. These classes are not offered by all high schools. AP classes are usually considered to be the equivalent of college courses. Here at Yuba City, the number of AP exams taken and passed was zero per 100 juniors and seniors. In California, by comparison, high school students successfully completed AP classes at a rate of 21 per 100 juniors and seniors.

The percent of Yuba City’s students taking courses required for admission to the University of California or the California State University system was 100 percent, compared to 36 percent for students in the state. This is an indicator of whether the school is offering, and students are taking, the classes required for admission to the University of California or California State University systems.

College attendance data is limited to public colleges in California. Out of Yuba City’s 2002 graduating class, zero percent went on to enroll in some part of the California public college system, compared to 53 percent of students throughout the state. Here’s the detail: zero percent of the graduating class went to UC campuses, zero percent went to CSU campuses, and 100 percent went to two-year colleges in the community college system.

### Dropouts and Graduates

Our office refers students who have dropped out to Valley Opportunity School. We also refer students to Albert Powell High School and Yuba City Alternative School. Administrators make follow-up calls and may visit a student's home to encourage improved attendance at school. Teachers and parents may refer students at risk of dropping out to our administration. Administrators then meet with those students one-on-one to create a plan that will improve the student's experience at school. Our administration may also suggest an alternative class schedule for students who have a difficult time attending school because they need to work.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Dropouts</b>			
2002-2003	0%	2%	3%
2001-2002	0%	3%	2%
2000-2001	0%	3%	2%
<b>Graduates</b>			
2002-2003	100%	88%	87%
2001-2002	100%	86%	87%
2000-2001	100%	83%	87%

SOURCE: Dropout data comes from the CBEDS census of October 2003. Data on graduates from Yuba City Charter School. County and state averages represent high schools only.

We now count as a **dropout** any student who left school during 2002-2003 prior to completing the year and did not reenroll. A dropout can also be a student who hasn't reenrolled in our school for the 2003-2004 year by October 2003. Our dropout rate for the prior three years appears in the top part of the table above.

Identifying dropouts is difficult because many students who leave our school unexpectedly don't let us know why they're leaving, or where they're going. As a result, we often have to trace their steps so we can determine whether they have really left school. This is imprecise, at best.

The **graduation rate** is an estimate of our school's success in keeping students in school. It is a rough estimate, at best. Because the calculation relies on dropout counts which are imprecise, our graduation rate is also inexact. If you have questions about this, you can find help on the [California Department of Education website](#).

### Workforce Preparation

We have a part-time career counselor who assists high school students who plan to work immediately after graduation. The counselor helps students determine their interests and meets with small groups of students to teach them how to write resumes and cover letters. We offer onsite work experience in food service for our Opportunity and high school students. Yuba City Charter School operates the Charter Café and Expresso, both of which can give students experience in all facets of the restaurant and catering industry.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Vocational education</b>	Percent of students enrolled in a vocational education course	7%	45%	31%
<b>Vocational graduates</b>	Percent of graduates who completed a series of vocational education courses	0%	10%	23%

SOURCE: CBEDS census, 2001, 2002 and Yuba City Charter School. County and state averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These courses are open to all students. The first row of the table above shows the percent of our students who enrolled in a vocational education course at any time during the school year. The second row shows the percent of last year's graduating seniors who completed an entire series of vocational education courses.

**STUDENTS**

**Students' English Language Skills**

At Yuba City Charter School, 100 percent of students were considered to be proficient in English compared to 84 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	100%	86%	84%
English learners	0%	14%	16%

SOURCE: Language Census for school year 2002-2003. County and state averages represent high schools only.

**Ethnicity**

Most students at Yuba City identify themselves as White/European American/Other. In fact, there are about four times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Yuba City. The state of California allows citizens to choose more than one ethnic identity, or to select "multi-ethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	4%	2%	8%
Asian American/ Pacific Islander	5%	14%	13%
Latino/Hispanic	20%	26%	39%
White/European American/ Other	71%	58%	40%

SOURCE: CBEDS census of October 2002. County and state averages represent high schools only.

**Family Income and Education**

The **free or reduced-priced meal** subsidy goes to students whose families earn less than \$34,040 a year (based on a family of four). At Yuba City, 39 percent of the students qualified for this program, compared to 34 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	39%	35%	34%
Parents with some college	78%	63%	60%
Parents with college degree	41%	35%	36%

SOURCE: The free and reduced-price lunch information is gathered by most districts at the start of each school year in October. This is from the 2002-2003 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 126 percent of the students at Yuba City have attended college, and 66 percent have a college degree. Note that not all students provide this data, so it may be less than fully accurate.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

Classes at Yuba City vary in average class size from a low of four students to a high of 21. Our average class size schoolwide is 20 students. The average class size for high schools in the state is 27 students. The adjacent table shows the average class sizes of our core courses compared to those of the county and state. Our school's class sizes have not been affected by class-size reduction. This legislation reduced class sizes only in elementary grades.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	21	24	25
History	N/A	30	30
Math	12	27	27
Science	4	26	29

SOURCE: CBED5 census, October 2002. County and state averages represent high schools only.

**Safety**

Here we're sharing facts with you about our school's safety in three areas: drug or alcohol incidents, crimes against people, and property crimes. These facts are a summary of the reports we've filed with the California Safe School Assessment. If you wish, you may request additional information by contacting the district office.

NUMBER OF INCIDENTS PER 1,000 STUDENTS	2000-2001	2001-2002	2002-2003
Drug or alcohol related	1	0	0
Crimes against people	0	1	0
Property crimes	0	0	0

SOURCE: California Safe School Assessment, last reported for the 2001-2002 school year.

In the calendar year 2003, we reported no drug or alcohol incidents (zero per thousand students), no crimes against people (zero per thousand students), and no property crimes (zero per thousand students). For comparison, in 2001 the average high school in California reported 12 drug or alcohol incidents per thousand students, five crimes against people per thousand students, and six property crimes per thousand students. Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

The full report of the [California Safe School Assessment](#) for 2001 can be found on the Web site of the California Department of Education. Because the law creating this crime assessment was not renewed by the Legislature, this is the last year this report was published.

Our clean, safe campus reflects the pride we have in ourselves and our community. We maintain a closed campus for all students in kindergarten through twelfth grade.

Our maintenance staff inspects school equipment regularly. Staff members supervise the crosswalks before school, during breaks, and after school; they also supervise our playgrounds at recess. Our administrators oversee monthly safety drills and students are required to follow our safety guidelines on the playground.

**Attendance**

The attendance rate of students is one indicator of how connected they are to our school and how committed they are to learning. Students were in class about 100 percent of the time.

**Homework**

In kindergarten through the third grade, teachers may assign homework as a review of concepts they've taught in class. We encourage parents to work with their children nightly on reading and practicing basic math facts.

In grades three through twelve, teachers only assign homework if a student does not meet his or her daily goals.

**Discipline**

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

Because our discipline policies are strict, we tend to have more suspensions than other schools. We use both at-home suspension and in-house suspension, which requires students to remain at school in a separate class. At quarterly assemblies, we reward students for displaying positive behavior and good character.

During the 2002–2003 school year, we suspended 35 students and expelled two. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
<b>Suspensions per 100 students</b>	2002–2003	10	N/A
	2001–2002	0	N/A
	2000–2001	0	N/A
<b>Expulsions per 100 students</b>	2002–2003	1	N/A
	2001–2002	0	N/A
	2000–2001	1	N/A

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent high schools only.

**Physical Fitness**

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percent of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students in the district and state.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	21%	34%	26%
<b>Girls in Fitness Zone</b>	17%	22%	23%
<b>Total</b>	19%	28%	25%

SOURCE: 2002–03 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.  
NOTE: Percentages represent seventh graders only.

**Schedule**

The school year includes 175 days of instruction. Classes begin at 8:15 a.m. and end at 3:15 p.m. Office hours are 7:45 a.m. to 4 p.m.

Students in grades six through eight may participate in afterschool sports such as volleyball, soccer, and basketball. We plan to add more sports to our program in the future. Our sports program in grades nine through twelve is sanctioned by the California Interscholastic Federation. As part of the program, we offer co-ed soccer, women’s softball, and men’s baseball. We are also planning to add men’s and women’s basketball and golf.

**Time Spent Teaching Each Year**

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

<b>TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)</b>	<b>OUR DISTRICT</b>	<b>STATE MINIMUM</b>
<b>Kindergarten</b>	36,750	36,000
<b>Grades 1-3</b>	60,375	50,400
<b>Grades 4-5</b>	63,875	54,000
<b>Grade 6</b>	63,875	54,000
<b>Grade 7</b>	63,875	54,000
<b>Grade 8</b>	63,875	54,000
<b>Grade 9</b>	66,500	64,800
<b>Grade 10</b>	66,500	64,800
<b>Grade 11</b>	66,500	64,800
<b>Grade 12</b>	66,500	64,800

SOURCE: This data is reported by school district staff.

**LEADERSHIP, TEACHERS, AND STAFF**

**Principal**

Paul Tice has been principal of this school for four years. Our principal has 12 years of experience as a principal and 20 as a teacher.

Our leadership team is comprised of key leaders from each grade level group (kindergarten through third grade, fourth through eighth grade, high school, and our Opportunity program). We work together to plan and implement school policies and programs.

**Teacher Experience, Credentials and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years teaching experience	6	16	14
Newer teachers	Percent of teachers with one or two years of teaching experience	23%	9%	14%
Employed in district	Average years employed in this district	3	12	11
Secondary credential holders	Percent of staff holding a secondary or single-subject credential	54%	90%	90%
Trainee credential holders	Percent of staff holding an internship credential	38%	7%	5%
Emergency permit holders	Percent of staff holding an emergency permit	8%	5%	10%
Higher education	Percent of teachers holding a master's degree or higher	8%	26%	37%

SOURCE: Professional Assignment and Information Form (PAIF), October 2002. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 54 percent of the faculty at Yuba City hold the high school or secondary credential, which is sometimes called the single subject credential. This is below the average for California high school teachers, which is 90 percent.

One important precaution to keep in mind is that we are unfortunately limited by the data to comparing the credentials of all teachers at Yuba City, even those in the grades K–8, to those of teachers at high schools teaching only grades 9–12. The resulting comparison is really one of apples to oranges, so you should use it with caution.

At Yuba City, 38 percent of our faculty hold trainee credentials. In comparison, five percent of high school teachers throughout the state hold trainee credentials.

At Yuba City, eight percent of our faculty hold emergency permits. In comparison, ten percent of high school teachers throughout the state hold these emergency permits.

**Evaluating and Improving Teachers**

Teachers at Yuba City Charter set individual goals each year. Evaluations are based on these goals, student performance on state tests, and observation of teaching techniques. We evaluate all teachers annually via in-class visits and peer reviews.

**Staff Development**

We offer training seminars for our staff and faculty throughout the year. This year, we hired outside facilitators to help us implement our 2 + 2 Peer Coaching Program.

Our school calendar sets aside three specific days for staff development but also allows us to schedule minimum days for workshops, when needed.

## Teacher Assignment

This year at Yuba City Charter School, we have a new high school teacher, a new second grade teacher, and a new second and third grade teacher. Experienced teachers serve as mentors for our new teachers. Mentors meet with new teachers to discuss instructional issues, upcoming school events, classroom management, planning, and assessments.

## Substitute Teachers

We are fortunate to have a pool of substitutes provided for us by the Sutter County Superintendent of School's Office. When we cannot find a substitute for a class, the principal, assistant principal, or a qualified assistant steps in to teach.

## Specialized Programs and Staff

We have a part-time librarian on staff who also serves as our parent volunteer coordinator. A psychologist and a speech/language/hearing specialist are available based on student need. A resource specialist and an assistant are available to assist special education students. We also have a nurse who helps us on an as-needed basis.

**GIFTED AND TALENTED EDUCATION:** Starting in second grade, educators identify academically gifted or talented students based on teacher recommendations or tests. When enough students are identified this way, schools create enrichment programs called **Gifted and Talented Education (GATE)**. Our school has one student who qualifies for this program. We do not currently offer a GATE program at YCCS. However, our regular education program is designed to help students progress through their academic coursework at their own pace. This enables advanced students to be challenged by their coursework and to excel in their studies.

**SPECIAL EDUCATION PROGRAM:** Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 18 students who qualify for these **special education** programs. We offer a full-inclusion special education program in which special education students remain in a traditional classroom and receive extra support from special education staff when needed.

Our Student Study Team discusses the best ways to meet each student's needs. Team members include our special education director, special education teacher, and other teachers. We also provide speech therapy to students as needed.

**CURRICULUM AND TEXTBOOKS**

We offer a challenging curriculum founded upon the educational standards set by the state of California. To read more about these standards, contact the California Department of Education at [www.cde.ca.gov/BE/ST/SS](http://www.cde.ca.gov/BE/ST/SS).

**Reading and Writing**

Our reading and writing curriculum is based on the California Content Standards in English for each grade level. According to these standards, students must be able to read and write by the third grade. By fourth grade most students are able to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students are writing poems, plays, true-life adventures, and personal journals. As part of our kindergarten through third grade program, we ask students to read at home daily.

**Math**

Our math curriculum is based on the California Content Standards for each grade level. According to these standards, elementary school students learn basic numbers and place value, as well as how to add, subtract, multiply, and divide. They also learn math skills such as measurement, rounding, and estimation. Students in the upper elementary grades study geometric shapes, decimals, and fractions. These foundations are crucial to students' success as they begin to study algebra in the sixth through eighth grades.

Our high school students take General Math, Consumer Math, Pre-Algebra, Algebra, Geometry, and Algebra II courses.

**Science**

Our science curriculum is based on the California Content Standards for each grade level. According to these standards, students in all elementary grades study physical, life, and earth sciences through lessons, investigation, and experimentation. In the lower elementary grades, students study such topics as the elements, the senses, weather, and seeds and plants. In the upper elementary grades, they continue to study these topics in addition to energy, the solar system, and chemical reactions.

Our high school students study earth science, biology, and chemistry.

**Social Studies**

Our social studies curriculum is based on the California Content Standards for each grade level. According to the standards, students in the elementary grades learn what it means to be a citizen of this country and consider the importance of other cultures. They also learn about government and develop an understanding of the difference between recent and distant past historical events. Students in the upper elementary grades study California history and U.S. history and geography in greater depth.

Our high school students take courses in world geography, world history, U.S. history, American government, economics, and the state requirements of driver's education and health.

**Textbooks**

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	ARE CLASS SETS USED?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
Science Research Associates (McGraw Hill)	1970	Language arts	Yes	Yes	No
Saxon 76 (5th grade), Starline Press (8th grade), Saxon Algebra II (12th grade)	2002	Math	Yes	No	Yes
Starline Press Science (5th and 8th grades) and Starline Press Chemistry (12th grade)	2002	Science	Yes	No	Yes
Starline Press History (5th grade), U.S. History (8th grade), Economics and American Government (12th grade)	2002	Social studies	Yes	No	Yes

SOURCE: This information is reported by school district staff.

**RESOURCES**

**Buildings**

Our school includes five buildings, of which three are portables. Together they accommodate approximately 460 people. Overall, our facilities are in very good condition. Our middle school classes are housed in portable buildings across the street from our main campus and our high school classes are upstairs in the main building. We continue to use Gauche Park for our middle and high school P.E. and sports programs. Next year we will open our high school campus across town. Plans for a brand new facility are in development.

The physical quality of our school buildings influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land we've been given by the public. Please let us know if you think we're succeeding. We welcome your suggestions for improvements.

**Library**

Our school librarian is on site four days a week. We have an awesome library with new shelving provided by our parent volunteers. Students have the opportunity to visit the library once a week.

**Computers**

We have 40 computers available for student use, which means that, on average, there is one computer for every eight students. There are ten classrooms connected to the Internet. We have a computer lab that is available for student use. Students may access the Internet for research purposes. All of our classrooms have at least one networked computer and access to a printer/copier. Students receive computer instruction as part of the middle and high school elective schedule. All staff members have access to email and the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Students per computer</b>	8	4	4
<b>Internet-connected classrooms</b>	10	28	65

SOURCE: CBEDS census of October 2002. County and state averages represent high schools only.

**Parent Involvement**

Our school's annual plan and policies are approved by our School Board. Our School Board is made up of the superintendent, five parents, and a member of the district board.

At our school, each student's parents volunteer for 40 hours per year. Parent volunteers assist in the classroom, as room mothers, for crosswalk duty, caring for the grounds, painting, driving on field trips and for sports, cleaning, assisting with carpentry, fixing things, working at the front desk, and helping out in the library.

Our parent volunteer coordinator is Juanita Hane. Please contact her at (530) 822-9667 for information about volunteering.

**FUNDING**

**School Expenses, 2002–2003**

We spend the majority of our funds on teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction.

Last year our hardworking students raised about \$3,000 through candy sales, candle sales, and a book fair. We used these funds to purchase P.E. equipment, field trips, library books, and general classroom supplies.

**School Salaries, 2002–2003**

This table reports the salaries of teachers and administrators in our school. It compares our average salaries to districts similar to ours in terms of enrollment and type: elementary, secondary, or unified.

SALARY INFORMATION	SCHOOL AVERAGE	STATE AVERAGE
<b>Beginning teacher's salary</b>	\$34,000	\$35,278
<b>Midrange teacher's salary</b>	\$34,000	\$56,381
<b>Highest-paid teacher's salary</b>	\$34,000	\$72,141
<b>Average principal's salary</b>	\$75,000	\$88,747
<b>Superintendent's salary</b>	\$96,000	\$145,316

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2001–2002, the Fiscal Services Division, California Department of Education.