

**SCHOOL ACCOUNTABILITY REPORT CARD FOR 2003-2004**  
**YUBA CITY UNIFIED SCHOOL DISTRICT**



# 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  | 392        | 652            | 1,351         |
| <b>Teachers</b>                   | Number of classroom teachers (full-time equivalent)                              | 13         | 28             | 58            |
| <b>Students per teacher</b>       | How many students there are per teacher  | 30         | 23             | 24            |
| <b>Academic Performance Index</b> | The state's method of combining test scores across all subjects and grade levels | 634        | 644            | 670           |
| <b>Students per computer</b>      | How many students share one computer   | 9          | 4              | 4             |

### Principal's Comments

At Yuba City Charter School, we are excited about the many opportunities we provide for our students to learn. This year we moved our high school program to a new site on the west side of town. We welcome parents and family members to volunteer at our school.

Our kindergarten through third grade students use the Saxon Phonics and Math programs. Our third through twelfth grade students use a new, standards-based curriculum that is designed and published by Starline Press. We continue to use the Character First program schoolwide.

Our goal here at YCCS is to train students to be independent learners and to train new teachers to teach independent learners. This year several new teachers earned their full teaching credentials; others are in state-approved programs working towards their full credentials.

### Major Achievements

- Yuba City Charter High School organized teams in soccer, basketball, softball, and baseball.
- 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.
- More than 50 percent of our graduates went on to attend college after graduation.

### 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 Department of Education (CDE) calculates our school’s API score using student test results from the California Standards Tests, 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 634 (out of 1000). This is a decline of 42 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 2 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.

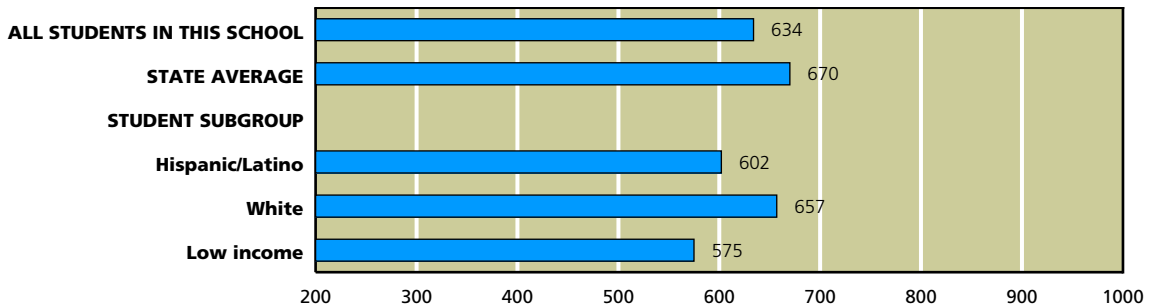
**API GROWTH TARGETS:** Each year, the state Department of Education sets specific API “growth targets” for every school. They assign one growth target for the entire school, and they set additional targets for ethnic or socioeconomic subgroups that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do not, they may be eligible for awards, such as the Governor’s Performance Award; if they do not, they may receive sanctions. We did not meet our assigned growth targets during the 2003–2004 school year and did not qualify for the Governor’s Performance Award. Just for reference, 47 percent of high schools met their growth targets.

| CALIFORNIA<br><b>API</b><br>ACADEMIC PERFORMANCE INDEX |            |
|--|------------|
| <b>Met schoolwide growth target</b>                    | <b>No</b>  |
| <b>Met growth target for prior school year</b>         | <b>Yes</b> |
| <b>API score</b>                                       | <b>634</b> |
| <b>Growth attained from prior year</b>                 | <b>-42</b> |
| <b>Met subgroup* growth targets</b>                    | <b>No</b>  |
| <b>Governor’s Performance Award</b>                    | <b>No</b>  |
| <b>Underperforming school</b>                          | <b>No</b>  |

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

\*Ethnic or socioeconomic groups of students that make up 15 percent 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 2004



SOURCE: Academic Performance Index based on spring 2004 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 California 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 10th grade students must take the high school exit exam. Fourth, the graduation rate for the class of 2002–2003 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<br><b>AYP</b><br>ADEQUATE YEARLY PROGRESS |            |
|---|------------|
| <b>Met AYP</b>                                    | <b>No</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>No</b>  |
| <b>Met schoolwide API for AYP</b>                 | <b>Yes</b> |
| <b>Met graduation rate</b>                        | <b>N/A</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

● MET GOAL ● DID NOT MEET GOAL ● NOT ENOUGH 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> |                                    |  |                                    |                                       |
| Low income                   | ●                                  | ●                                      | ●                                  | ●                                     |
| Students with disabilities   | ●                                  | ●                                      | ●                                  | ●                                     |
| Students learning English    | ●                                  | ●                                      | ●                                  | ●                                     |
| <b>STUDENTS BY ETHNICITY</b> |                                    |  |                                    |                                       |
| African American             | ●                                  | ●                                      | ●                                  | ●                                     |
| American Indian              | ●                                  | ●                                      | ●                                  | ●                                     |
| Asian                        | ●                                  | ●                                      | ●                                  | ●                                     |
| Filipino                     | ●                                  | ●                                      | ●                                  | ●                                     |
| Hispanic/Latino              | ●                                  | ●                                      | ●                                  | ●                                     |
| Pacific Islander             | ●                                  | ●                                      | ●                                  | ●                                     |
| White/Other                  | ●                                  | ●                                      | ●                                  | ●                                     |

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: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

SOURCE: AYP release of January 2005, Calif. Dept. of Education.

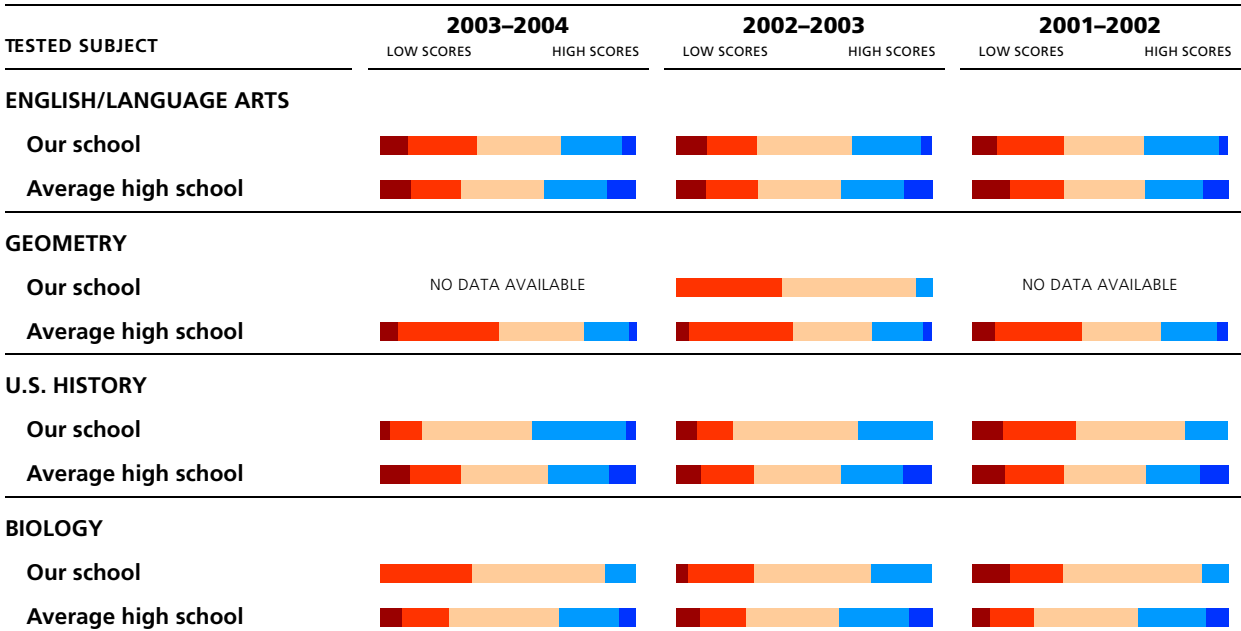
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests in selected subjects. We present our schoolwide results next to the results for the average high school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Standards on which these tests are based. If you'd like more information about the CSTs, please contact our principal or our teaching staff.

### California Standards Test Scores

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

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



SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 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 CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

### California Standards Test Scores: Top Scores Only (Advanced and Proficient)

| TESTED SUBJECT               | 2003-2004 | 2002-2003 | 2001-2002 |
|------------------------------|-----------|-----------|-----------|
| <b>ENGLISH/LANGUAGE ARTS</b> |           |           |           |
| Our school                   | 30%       | 32%       | 34%       |
| Average high school          | 37%       | 36%       | 33%       |
| <b>GEOMETRY</b>              |           |           |           |
| Our school                   | N/A       | 8%        | N/A       |
| Average high school          | 22%       | 25%       | 27%       |
| <b>U.S. HISTORY</b>          |           |           |           |
| Our school                   | 41%       | 30%       | 18%       |
| Average high school          | 35%       | 36%       | 33%       |
| <b>BIOLOGY</b>               |           |           |           |
| Our school                   | 14%       | 25%       | 12%       |
| Average high school          | 31%       | 37%       | 36%       |

SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 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 CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

## Frequently Asked Questions

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and our concern for statistical reliability, we have omitted grade-level detail from these test results. Presenting the results at the schoolwide level enables readers to view the results of far more students than any one grade level would contain. This also improves the statistical reliability of the results. Grade-level results can be found online at the [STAR testing Web site](#).

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level, and our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. The number of questions students must answer correctly in order to be grouped into one of these five proficiency levels is revealed in the [CDE's technical memo](#) available on the CDE's Web site.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY?** These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This is similar to grading “on the curve.” Students' CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** California's standards are very high, and the tests that measure students' mastery are similarly difficult. This is reflected in the results, with just over 36 percent of elementary school students scoring proficient or advanced on the English/language arts test. Our state's standards are considered by experts to be among the clearest and most rigorous in the country. To see for yourself how difficult the [California Standards](#) are, spend a few minutes reviewing them.

**ARE ALL STUDENTS' SCORES INCLUDED?** Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and 10 or fewer students in one grade or subgroup take a test, state officials remove their scores from the report. They do this to protect students' privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

**HOW STATISTICALLY RELIABLE ARE THESE RESULTS WHEN VIEWED AT THE SCHOOL LEVEL?** The reliability of results depends on the number of students tested and the number of questions on the test. The scores of 300 students who answered 60 questions, for example, result in a very reliable schoolwide score. This means the results would be very similar if the same test were given to an identical group of students. However, if you're reviewing the scores of only 20 students, you can expect the results to be quite different than if another group of 20 nearly identical students took the test. When fewer than 30 students' scores are available, we do not report them because of this low level of reliability.

**WHERE CAN I FIND SAMPLE TEST QUESTIONS TO REVIEW?** You can find sample test questions for all of the California Standards Tests by going to the [CDE's Web site](#). They are a helpful way to see actual samples of live questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The California Department of Education has placed a wealth of resources on its Web site. First, the STAR test reporting site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. Explanations of [technical terms](#) and scores can be most helpful. You'll also find a guide to navigating the STAR reporting tool, as well as help understanding how to [compare test scores](#).

**WHY ARE YOU REPORTING ONLY SOME OF THE RESULTS FOR ALL THE TESTS STUDENTS TAKE?** California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting the California Standards Test results from one course in each of the four core subjects. From the science series, we've selected biology because it is the science course taken by more students statewide than any other. In the math series, we've selected geometry because algebra is now supposed to be taken by all eighth graders, leaving geometry as the class designated to be the class freshmen and sophomores take. In social studies, we've selected American history, taken by all juniors (eleventh graders).

English/language arts is the one course that summarizes the results of students in grades nine through eleven. In addition to the California Standards Tests, we report all the tests given as part of the CAT/6.

### 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   |
|--|------------|-------------|----------------------|-----------------|--|
| <b>SCHOOLWIDE AVERAGE</b>                |            |             | 30%                  | 100%            | <b>SCHOOLWIDE AVERAGE:</b> About seven 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%                  | 96%             |  |

### English/Language Arts, by subgroup

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

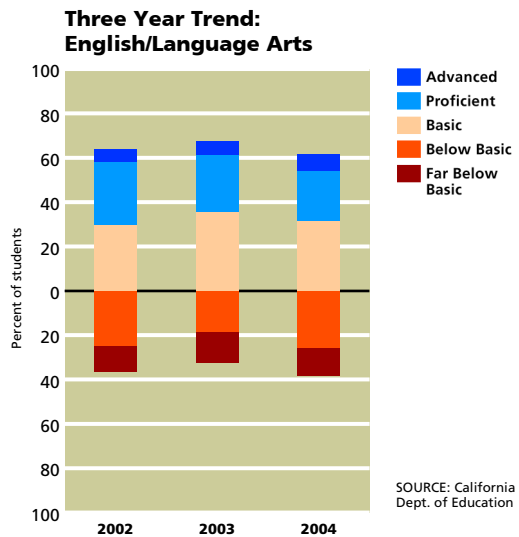
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

| GROUP                        | LOW SCORES                    | HIGH SCORES | PROFICIENT OR HIGHER | STUDENTS TESTED | COMMENTS   |
|------------------------------|-------------------------------|-------------|----------------------|-----------------|--|
| <b>Boys</b>                  |                               |             | 16%                  | 74              | <b>GENDER:</b> About 18 percent more girls than boys at our school scored proficient or higher.  |
| <b>Girls</b>                 |                               |             | 34%                  | 124             |  |
| <b>English proficient</b>    |                               |             | 30%                  | 272             | <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>            |                               |             | 24%                  | 109             | <b>INCOME:</b> About nine percent fewer students from lower income families scored proficient or higher than our other students.   |
| <b>Not low income</b>        |                               |             | 33%                  | 117             |  |
| <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> |                               |             | 31%                  | 254             |  |
| <b>Hispanic</b>              | DATA STATISTICALLY UNRELIABLE |             | N/S                  | 11              | <b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.  |
| <b>White</b>                 |                               |             | 32%                  | 145             |  |

SOURCE: The scores for the California Standards Tests are from the spring 2004 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>                | NO DATA AVAILABLE   |             | N/A                  | 8%              | <b>SCHOOLWIDE AVERAGE:</b> Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores. |
| <b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b> |  |             | 22%                  | 22%             |  |

### Geometry, by subgroup

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

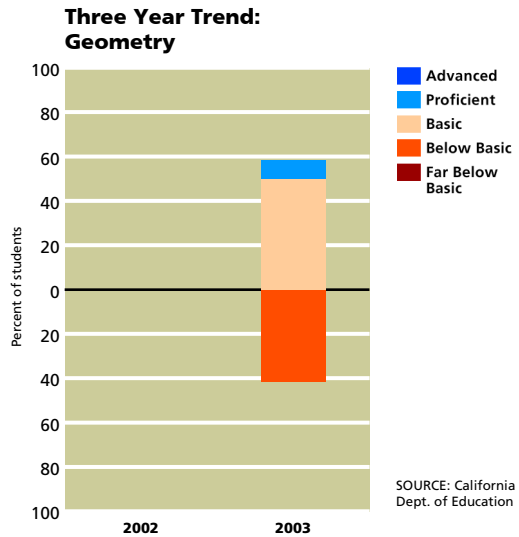
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

| GROUP                        | LOW SCORES        | HIGH SCORES | PROFICIENT OR HIGHER | STUDENTS TESTED | COMMENTS  |
|------------------------------|-------------------|-------------|----------------------|-----------------|---|
| <b>Boys</b>                  | NO DATA AVAILABLE |             | N/A                  | 0               | <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                  | 0               |   |
| <b>English proficient</b>    | NO DATA AVAILABLE |             | N/A                  | 0               | <b>ENGLISH PROFICIENCY:</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>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 was either zero or too small to be statistically significant. |
| <b>Not learning disabled</b> | NO DATA AVAILABLE |             | N/A                  | 0               |   |
| <b>Low income</b>            | NO DATA AVAILABLE |             | N/A                  | 0               | <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                  | 0               |   |

SOURCE: The scores for the California Standards Tests are from the spring 2004 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 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                |            |             | 41%                  | 89%             | <b>SCHOOLWIDE AVERAGE:</b> About six percent more students at our school scored proficient or higher than at the average high school in California. |
| AVERAGE HIGH SCHOOL IN CALIFORNIA |            |             | 35%                  | 93%             |   |

### U.S. History, by subgroup

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

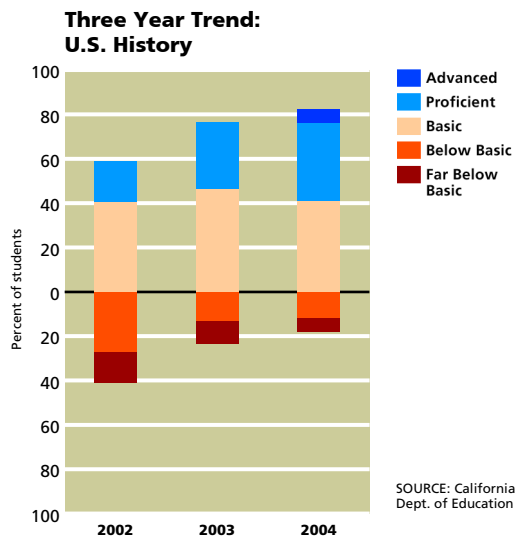
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

| GROUP                 | LOW SCORES                    | HIGH SCORES | PROFICIENT OR HIGHER | STUDENTS TESTED | COMMENTS  |
|-----------------------|-------------------------------|-------------|----------------------|-----------------|---|
| Boys                  | NO DATA AVAILABLE             |             | N/A                  | 0               | <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.                |
| Girls                 | NO DATA AVAILABLE             |             | N/A                  | 0               |   |
| English proficient    | DATA STATISTICALLY UNRELIABLE |             | N/S                  | 17              | <b>ENGLISH PROFICIENCY:</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.   |
| English learners      | NO DATA AVAILABLE             |             | N/A                  | N/A             |   |
| Low income            | NO DATA AVAILABLE             |             | N/A                  | 0               | <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.                |
| Not low income        | DATA STATISTICALLY UNRELIABLE |             | N/S                  | 13              |   |
| 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 was either zero or too small to be statistically significant. |
| Not learning disabled | DATA STATISTICALLY UNRELIABLE |             | N/S                  | 17              |   |
| White                 | DATA STATISTICALLY UNRELIABLE |             | N/S                  | 13              | <b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.                                       |

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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>                |            |             | 14%                  | 28%             | <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> |            |             | 31%                  | 30%             |   |

### Biology, by subgroup

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

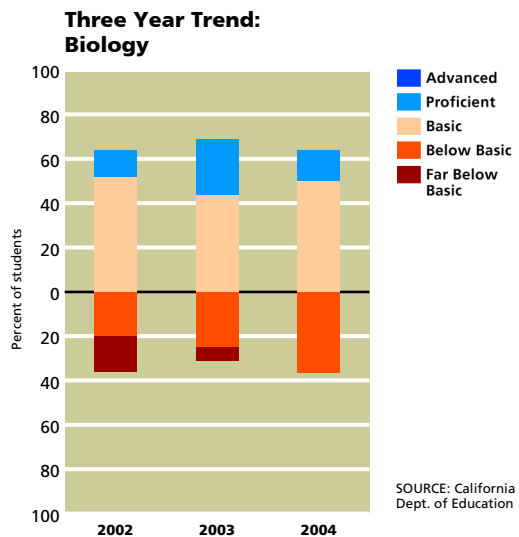
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

| GROUP                        | LOW SCORES                    | HIGH SCORES | PROFICIENT OR HIGHER | STUDENTS TESTED | COMMENTS  |
|------------------------------|-------------------------------|-------------|----------------------|-----------------|---|
| <b>Boys</b>                  | DATA STATISTICALLY UNRELIABLE |             | N/S                  | 14              | <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                  | 0               |   |
| <b>English proficient</b>    | DATA STATISTICALLY UNRELIABLE |             | N/S                  | 22              | <b>ENGLISH PROFICIENCY:</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>English learners</b>      | NO DATA AVAILABLE             |             | N/A                  | N/A             |   |
| <b>Low income</b>            | NO DATA AVAILABLE             |             | N/A                  | 0               | <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>        | DATA STATISTICALLY UNRELIABLE |             | N/S                  | 15              |   |
| <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 was either zero or too small to be statistically significant. |
| <b>Not learning disabled</b> | DATA STATISTICALLY UNRELIABLE |             | N/S                  | 19              |   |
| <b>White</b>                 | DATA STATISTICALLY UNRELIABLE |             | N/S                  | 14              | <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 2004 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 standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the California Department of Education's Web site.



### California Achievement Test (CAT/6)

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. 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). 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>                                      |   |            |                |               |
| High-scoring students                               | Percent of students scoring at or above the 75th percentile nationally                    | 18%        | 25%            | 24%           |
| Students scoring at or above average (all students) | Percent of students scoring at or above the 50th percentile nationally                    | 42%        | 53%            | 50%           |
| English proficient students                         | Percent of English proficient students scoring at or above the 50th percentile nationally | 42%        | 60%            | 58%           |
| English learners                                    | Percent of English learners scoring at or above the 50th percentile nationally            | N/A        | 10%            | 12%           |
| <b>LANGUAGE</b>                                     |   |            |                |               |
| High-scoring students                               | Percent of students scoring at or above the 75th percentile nationally                    | 17%        | 25%            | 25%           |
| Students scoring at or above average (all students) | Percent of students scoring at or above the 50th percentile nationally                    | 40%        | 52%            | 50%           |
| English proficient students                         | Percent of English proficient students scoring at or above the 50th percentile nationally | 41%        | 59%            | 58%           |
| English learners                                    | Percent of English learners scoring at or above the 50th percentile nationally            | N/A        | 13%            | 14%           |
| <b>MATH</b>   |   |            |                |               |
| High-scoring students                               | Percent of students scoring at or above the 75th percentile nationally                    | 14%        | 26%            | 27%           |
| Students scoring at or above average (all students) | Percent of students scoring at or above the 50th percentile nationally                    | 38%        | 53%            | 50%           |
| English proficient students                         | Percent of English proficient students scoring at or above the 50th percentile nationally | 38%        | 59%            | 56%           |
| English learners                                    | Percent of English learners scoring at or above the 50th percentile nationally            | N/A        | 19%            | 20%           |
| <b>SCIENCE</b>                                      |   |            |                |               |
| High scoring students                               | Percent of students scoring at or above the 75th percentile nationally                    | 29%        | 26%            | 24%           |
| Students scoring above average (all students)       | Percent of students scoring at or above the 50th percentile nationally                    | 51%        | 54%            | 49%           |
| English-proficient students                         | Percent of English-proficient students scoring at or above the 50th percentile nationally | 51%        | 62%            | 56%           |

| SUBJECT          | DESCRIPTION  | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|------------------|--|------------|----------------|---------------|
| English learners | Percent of English learners scoring at the 50th percentile and higher nationally | N/A        | 13%            | 14%           |

SOURCE: The scores for the CAT/6 are from the spring 2004 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, 42 percent of students scored at or above average in reading (compared to 50 percent statewide); 40 percent scored at or above average in language (compared to 50 percent statewide); 38 percent scored at or above average in math (compared to 50 percent statewide); and 51 percent scored at or above average in science (compared to 49 percent statewide). The subject with the most students scoring at or above average was science.

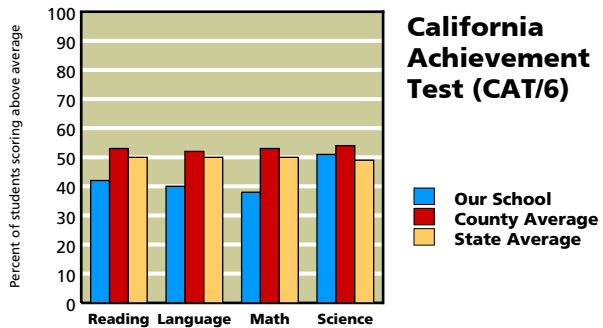
**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At Yuba City, 18 percent of students scored at the top in reading (compared to 24 percent statewide); 17 percent scored at the top in language (compared to 25 percent statewide); 14 percent scored at the top in math (compared to 27 percent statewide); and 29 percent scored at the top in science (compared to 24 percent statewide). The subject with the most high-scoring students was science.

**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, 42 percent of English proficient students scored at or above average in reading (compared to 58 percent statewide); 41 percent scored at or above average in language (compared to 58 percent statewide); 38 percent scored at or above average in math (compared to 56 percent statewide); and 51 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 science.

**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 2004 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. Teachers send out progress reports after the fifth week of each quarter. 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 their counselor twice a year, beginning in the ninth grade. Students from YCCS may take college courses at Yuba College or online beginning in their tenth grade year.

| KEY FACTOR  | DESCRIPTION  | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|--|------------|----------------|---------------|
| <b>SAT verbal</b>                                     | Average score of juniors and seniors taking the test, 2003–2004  | N/A        | 496            | 496           |
| <b>SAT math</b>                                       | Average score of juniors and seniors taking the test, 2003–2004  | N/A        | 530            | 519           |
| <b>SAT participation rate</b>                         | Percent of seniors who took the test, 2003–2004  | 0%         | 26%            | 39%           |
| <b>Advanced classes</b>                               | Ratio of the number of Advanced Placement classes taken and passed to the number of juniors and seniors, 2003–2004 | 0%         | 8%             | 22%           |
| <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%       | 21%            | 34%           |
| <b>Students attending UC</b>                          | Percent of graduates who actually attended any campus of the University of California system, 2002–2003            | N/A        | 4%             | 8%            |
| <b>Students attending CSU</b>                         | Percent of graduates who actually attended any campus of the California State University system, 2002–2003         | N/A        | 8%             | 11%           |
| <b>Students attending community colleges</b>          | Percent of graduates who actually attended any campus of the California community college system, 2002–2003        | 50%        | 43%            | 30%           |

SOURCE: SAT test data provided by the College Board for the 2002–2003 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 2003. Enrollment in UC/CSU qualifying courses comes from the PAIF report of October 2003. County and state averages represent high schools only.

In the 2003–2004 academic year, no Yuba City students took the SAT, compared to 39 percent of high school students in California.

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 22 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 34 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.

**Advanced Placement and International Baccalaureate Courses Offered**

High school students, in their junior or senior year, may enroll in courses that are more challenging. These include honors, Advanced Placement, or International Baccalaureate courses. Students who take these AP or IB courses and pass with scores of 3.0 or higher usually qualify for college credit. Our high school offers no AP or IB courses that you'll see listed in the table.

| SUBJECT                         | NUMBER OF COURSES | NUMBER OF CLASSES | ENROLLMENT |
|---------------------------------|-------------------|-------------------|------------|
| <b>Fine and Performing Arts</b> | 0                 | 0                 | 0          |
| <b>Computer Science</b>         | 0                 | 0                 | 0          |
| <b>English</b>                  | 0                 | 0                 | 0          |
| <b>Foreign Language</b>         | 0                 | 0                 | 0          |
| <b>Mathematics</b>              | 0                 | 0                 | 0          |
| <b>Science</b>                  | 0                 | 0                 | 0          |
| <b>Social Science</b>           | 0                 | 0                 | 0          |

SOURCE: CBEDS PAIF October 2004

### 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 who they feel are 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>  |            |                |               |
| 2003–2004        | 0%         | 2%             | 3%            |
| 2002–2003        | 0%         | 2%             | 3%            |
| 2001–2002        | 0%         | 3%             | 2%            |
| <b>Graduates</b> |            |                |               |
| 2003–2004        | 100%       | 89%            | 87%           |
| 2002–2003        | N/A        | 88%            | 87%           |
| 2001–2002        | N/A        | 86%            | 87%           |

SOURCE: Dropout data comes from the CBEDS census of October 2004. 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.

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 Web site](#).

### 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 students. Yuba City Charter School operates the Charter Café and Espresso, 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               | 18%        | 43%            | 29%           |
| <b>Vocational graduates</b> | Percent of graduates who completed a series of vocational education courses | N/A        | N/A            | N/A           |

SOURCE: CBEDS census, October 2003. 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, in prior years, used to show the percent of graduating seniors who completed an entire series of vocational education courses. This was a useful indicator of a high school’s ability to enable students to enter the work world well prepared to succeed. Unfortunately, the California Department of Education no longer gathers and reports this information. So if you’d like to know more about our school’s vocational education program, please contact our principal.

**STUDENTS**

**Students' English Language Skills**

All Yuba City students were proficient in English.

| 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 2003–2004. County and state averages represent high schools only.

**Home Languages of Students Learning English**

Yuba City did not have any students who are still learning English. In California, it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

| LANGUAGE         | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|------------------|------------|----------------|---------------|
| Spanish          | N/A        | 61%            | 81%           |
| Vietnamese       | N/A        | 0%             | 2%            |
| Hmong            | N/A        | 3%             | 2%            |
| Cantonese        | N/A        | 0%             | 2%            |
| Filipino/Tagalog | N/A        | 1%             | 2%            |
| Khmer/Cambodian  | N/A        | 0%             | 1%            |
| Korean           | N/A        | 0%             | 1%            |
| All other        | N/A        | 36%            | 9%            |

SOURCE: Language Census for school year 2003–2004. 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                | 12%        | 3%             | 8%            |
| Asian American/Pacific Islander | 3%         | 13%            | 12%           |
| Latino/Hispanic                 | 18%        | 25%            | 40%           |
| White/European American/Other   | 67%        | 58%            | 39%           |

SOURCE: CBEDS census of October 2003. County and state averages represent high schools only.

**Family Income and Education**

The [free or reduced-price meal](#) subsidy goes to students whose families earn less than \$34,040 a year (based on a family of four). At Yuba City, 48 percent of the students qualified for this program, compared to 35 percent of students in California.

| FAMILY FACTORS              | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| Low-income indicator        | 48%        | 39%            | 35%           |
| Parents with some college   | 80%        | 62%            | 59%           |
| Parents with college degree | 30%        | 33%            | 35%           |

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 2003–2004 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 80 percent of the students at Yuba City have attended college, and 30 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**

Our average class size schoolwide is 27 students. The average class size for high schools in the state is 29 students. The adjacent table shows the average class sizes of our core courses compared to those of the county and state.

| AVERAGE CLASS SIZE OF CORE COURSES | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|------------------------------------|------------|----------------|---------------|
| English                            | 27         | 27             | 26            |
| History                            | 27         | 31             | 31            |
| Math                               | 27         | 28             | 28            |
| Science                            | 27         | 26             | 30            |

SOURCE: CBEDS census, October 2003. 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 | 2001-2002 | 2002-2003 | 2003-2004 |
|--|-----------|-----------|-----------|
| Drug or alcohol related                | 3         | 0         | 2         |
| Crimes against people                  | 6         | 0         | 0         |
| Property crimes                        | 0         | 0         | 0         |

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

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 the 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 we require students to follow our safety guidelines on the playground.

**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 reviewing basic math facts. In grades three through twelve, teachers only assign homework if a student has not met 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 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.

Teachers send home daily point sheets to be returned the next school day. This ensures continual communication with parents.

| SUSPENSIONS AND EXPULSIONS          | YEAR             | OUR SCHOOL | DISTRICT AVERAGE |
|-------------------------------------|------------------|------------|------------------|
| <b>Suspensions per 100 students</b> | <b>2003-2004</b> | N/A        | N/A              |
|                                     | 2002-2003        | 10         | 10               |
|                                     | 2001-2002        | 0          | N/A              |
| <b>Expulsions per 100 students</b>  | <b>2003-2004</b> | N/A        | N/A              |
|                                     | 2002-2003        | 1          | 1                |
|                                     | 2001-2002        | 0          | 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’ results in the district and state.

| CATEGORY                     | OUR SCHOOL | DISTRICT AVERAGE | STATE AVERAGE |
|------------------------------|------------|------------------|---------------|
| <b>Boys in Fitness Zone</b>  | N/A        | 31%              | 27%           |
| <b>Girls in Fitness Zone</b> | N/A        | 26%              | 25%           |
| <b>Total</b>                 | N/A        | 28%              | 26%           |

SOURCE: 2003-2004 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

**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. 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, men’s baseball, and men’s and women’s basketball.

### 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.

| TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES) | OUR DISTRICT | STATE MINIMUM |
|--|--------------|---------------|
| Kindergarten   | 36,750       | 36,000        |
| Grades 1-3   | 55,600       | 50,400        |
| Grades 4-5   | 58,000       | 54,000        |
| Grade 6  | 58,000       | 54,000        |
| Grade 7  | 58,000       | 54,000        |
| Grade 8  | 58,000       | 54,000        |
| Grade 9  | 65,200       | 64,800        |
| Grade 10   | 65,200       | 64,800        |
| Grade 11   | 65,200       | 64,800        |
| Grade 12   | 65,200       | 64,800        |

SOURCE: This data is reported by school district staff.

**TEACHERS AND STAFF**

Our leadership team is comprised of key leaders from each campus. We work together to plan and implement school policies and programs.

**Teacher Experience and Education**

| KEY FACTOR                                       | DESCRIPTION   | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|--|---|------------|----------------|---------------|
| <b>Teaching experience</b>                       | Average years of teaching experience                                | 5          | 15             | 13            |
| <b>Newer teachers</b>                            | Percent of teachers with one or two years of teaching of experience | 56%        | 14%            | 13%           |
| <b>Teachers holding a B.A. degree only</b>       | Percent holding a bachelor’s degree only from a four-year college   | 94%        | 76%            | 62%           |
| <b>Teachers holding an M.A. degree or higher</b> | Percent holding a master’s degree or higher from a graduate school  | 6%         | 23%            | 37%           |

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. 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 56 percent of our teachers are relatively new to teaching, having taught two years or less. This is above the percentage of new teachers in other high schools in California. Our teachers have, on average, five years of experience. About 94 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About six percent have completed a master’s degree or higher.

**Credentials Held by Our Teachers**

| KEY FACTOR                         | DESCRIPTION   | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|------------------------------------|---|------------|----------------|---------------|
| <b>Fully credentialed teachers</b> | Percentage of teachers holding a full, clear authorization to teach             | 50%        | 92%            | 88%           |
| <b>Trainee credential holders</b>  | Percent of staff holding an internship credential                               | 19%        | 4%             | 6%            |
| <b>Emergency permit holders</b>    | Percent of staff holding an emergency permit                                    | 31%        | 4%             | 6%            |
| <b>Teachers with waivers</b>       | Lowest level of accreditation, used by districts when they have no other option | 0%         | 0%             | 1%            |

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. 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 50 percent of the faculty at Yuba City hold a full credential. About 19 percent of the faculty at Yuba City hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, six percent of high school teachers throughout the state hold trainee credentials. Finally, about 31 percent of our faculty hold emergency permits. Very few high school teachers hold this authorization statewide (just six percent).

**Indicators of Teachers Who May Be Underprepared**

| KEY FACTOR  | DESCRIPTION   | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|------------|----------------|---------------|
| <b>Courses taught by a teacher not meeting NCLB standards</b> | Percentage of core courses not taught by a “highly qualified” teacher according to federal standard in NCLB | 31%        | 21%            | 31%           |
| <b>Out-of-field teaching: courses</b>                         | Percentage of core courses taught by a teacher who lacks the right credential for the course                | 100%       | 19%            | 14%           |
| <b>Out-of-field teaching: students</b>                        | Percentage of students in core courses taught by a teacher who lacks the right credential for the course    | 100%       | 18%            | 12%           |
| <b>Teachers lacking a full credential</b>                     | Percentage of teachers without a full, clear credential   | 50%        | 8%             | 12%           |

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the Calif. Dept. of Education. Average represents median. Data on Teachers lacking a full credential is derived from the Professional Assignment and Information Form (PAIF) of October 2003.

This year, all schools in the nation are required by federal law to report new facts about teachers. These facts are intended to share with parents the experience and qualifications of our teaching staff. The federal law known as No Child Left Behind (NCLB) now asks schools to report the number of teachers considered to be “highly qualified.” As defined under NCLB, “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. In the table above, we report the percentage of our core courses that are taught by teachers who are considered to be less than “highly qualified” as defined by NCLB.

Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. About 50 percent of our teachers were working without full credentials, compared to 12 percent of teachers in high schools statewide.

**Out-of-Field Teaching, Detail by Selected Subject Areas**

| CORE COURSE           | DESCRIPTION  | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------|--|------------|----------------|---------------|
| <b>ENGLISH</b>        |  |            |                |               |
| <b>Courses</b>        | Percent of English courses taught by a teacher lacking the right subject area authorization        | 100%       | 23%            | 11%           |
| <b>Enrollment</b>     | Percent of English students taught by a teacher lacking the right subject area authorization       | 100%       | 23%            | 9%            |
| <b>MATH</b>           |  |            |                |               |
| <b>Courses</b>        | Percent of math courses taught by a teacher lacking the right subject area authorization           | 100%       | 13%            | 12%           |
| <b>Enrollment</b>     | Percent of math students taught by a teacher lacking the right subject area authorization          | 100%       | 11%            | 10%           |
| <b>SCIENCE</b>        |  |            |                |               |
| <b>Courses</b>        | Percent of science courses taught by a teacher lacking the right subject area authorization        | N/A        | 37%            | 14%           |
| <b>Enrollment</b>     | Percent of science students taught by a teacher lacking the right subject area authorization       | N/A        | 36%            | 13%           |
| <b>SOCIAL SCIENCE</b> |  |            |                |               |
| <b>Courses</b>        | Percent of social science courses taught by a teacher lacking the right subject area authorization | N/A        | 11%            | 14%           |

**Out-of-Field Teaching, Detail by Selected Subject Areas**

| CORE COURSE       | DESCRIPTION   | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-------------------|---|------------|----------------|---------------|
| <b>Enrollment</b> | Percent of social-science students taught by a teacher lacking the right subject area authorization | N/A        | 10%            | 13%           |

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

A high school teacher is teaching out-of-field when he lacks expertise in the subject matter he is teaching. For example, if an unexpected vacancy in an algebra class occurs, and a teacher who normally teaches English literature (and who has no degree in math education) fills in to teach for the rest of the year, that teacher would be teaching out-of-field. About 100 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 14 percent of core courses taught by high school teachers statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2004–2005 school year.

**Academic Guidance Counselors**

Our school doesn't have any academic counselors working here. Just for reference, California districts employed about one academic counselor for every 499 high school student in the state.

**Districtwide Distribution of Not "Highly Qualified" Teachers**

This table shows how teachers considered to be not "highly qualified" are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB's standard.

| DISTRICT FACTOR   | DESCRIPTION  | DISTRICT AVERAGE |
|---|--|------------------|
| <b>Courses taught by a teacher not meeting NCLB standards</b> | Percentage of core courses not taught by "highly qualified" teachers | 11%              |
| <b>Schools with most low income students</b>                  | Percentage of core courses not taught by "highly qualified" teachers | 0%               |
| <b>Schools with least low income students</b>                 | Percentage of core courses not taught by "highly qualified" teachers | 0%               |

SOURCE: Consolidated Application. Schools in the district are divided into quartiles, based on their students' free lunch entitlements. Top and bottom quartiles are compared.

The districtwide average is 11 percent, compared to 48 percent statewide. But for those schools with the highest percentage of students getting free and reduced-price lunches, this factor is zero percent, compared to 60 percent statewide. And for those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is zero percent, compared to 40 percent statewide.

**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 the principal’s 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. 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 two new high school teachers and two new teachers in the fourth through eighth grades. 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:** 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:** 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 school has 31 students who qualify for this special education program.

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.

**ENGLISH LEARNER PROGRAM:** We currently have no English learners at our school.

**Specialized Resource Staff**

In addition to teachers and administrators, our school employs other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Students have access to these staff members either individually or through specific programs. Most of these professionals work part time at our school. For more information on our specialized programs and staff, please contact our principal.

| STAFF POSITION                          | STAFF (FTE) |
|---|-------------|
| Counselors                              | 0.0         |
| Librarians                              | 0.0         |
| Psychologists                           | 0.0         |
| Social Workers                          | 0.0         |
| Nurses                                  | 0.0         |
| Speech/Language/<br>Hearing Specialists | 0.0         |
| Resource Specialists<br>(non-teaching)  | 0.5         |

SOURCE: CBEDS census, October 2003.

**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 our 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 to 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, 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? | IS THIS BOOK ALIGNED WITH STATE STANDARDS? |
|------------------------------------|---------------------|----------------|-----------------------------------|--|
| English/Literature, Starline Press | 2003                | Reading        | Yes                               | Yes  |
| Algebra 1, Starline Press          | 2003                | Math           | Yes                               | Yes  |
| Earth Science, Starline Press      | 2003                | Science        | Yes                               | Yes  |
| World Geography, Starline Press    | 2003                | Social studies | Yes                               | Yes  |

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the links below. What you will find is whether we had a textbook for each student in each core course in the 2004–2005 school year, and whether those **textbooks** were in line with the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the link below. What you will find is whether we had sufficient lab equipment and materials for our [science lab](#) courses during the 2004–2005 school year.

**RESOURCES**

**Buildings**

Overall, our facilities are in very good condition. Our kindergarten through eighth grade classes are housed at our main campus downtown, while our high school classes are housed at 990 Klamath Lane in Yuba City. We continue to use Gauche Park for our middle school P.E. and sports programs. 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.

More facts about the [condition of our school buildings](#), called for by the recent Williams legislation of 2004, are available from the link above. What you will find is the result of a survey we conducted during the 2004–2005 school year to determine whether our buildings were in good repair.

**Library**

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

**Computers**

We have 44 computers available for student use, which means that, on average, there is one computer for every nine students. There are 13 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>         | 9          | 4              | 4             |
| <b>Internet-connected classrooms</b> | 13         | 26             | 48            |

SOURCE: CBEDS census of October 2003. 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 YCUSD 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 ext. 217 for information about volunteering.

**FUNDING**

**School Expenses, 2003–2004**

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 more than \$6,000 through candy sales, candle sales, and a book fair. We used these funds to purchase P.E. equipment and pay for field trips, library books, and general classroom supplies.

| CATEGORY OF EXPENSE         | OUR SCHOOL (TOTAL DOLLARS) | OUR SCHOOL (DOLLARS PER STUDENT) |
|-----------------------------|----------------------------|----------------------------------|
| Teacher salaries            | \$563,658                  | \$1,438                          |
| Other employee salaries     | \$696,708                  | \$1,777                          |
| Services and other expenses | \$617,993                  | \$1,577                          |
| Books and supplies          | \$164,137                  | \$419                            |
| Employee benefits           | \$470,675                  | \$1,201                          |
| <b>Total</b>                | <b>\$2,513,172</b>         | <b>\$6,411</b>                   |

SOURCE: This financial report was provided by the business office of the school district.

**District Expenses**

| CATEGORY OF EXPENSE          | OUR DISTRICT | SIMILAR DISTRICTS | ALL DISTRICTS |
|------------------------------|--------------|-------------------|---------------|
| <b>FISCAL YEAR 2003–2004</b> |              |                   |               |
| Total expenses               | \$68,513,973 | N/A               | N/A           |
| Expenses per student (ADA)   | \$6,199      | \$6,987           | \$6,919       |
| <b>FISCAL YEAR 2002–2003</b> |              |                   |               |
| Total expenses               | \$71,982,847 | N/A               | N/A           |
| Expenses per student (ADA)   | \$6,368      | \$6,882           | \$6,822       |

SOURCE: Fiscal Services Division, California Department of Education.

Additional detail about our expenditures can be found at the [Ed-Data Partnership’s Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information about this is available on the [CDE’s Web site](#).

**District Salaries, 2002–2003**

This table reports the salaries of teachers and administrators in our district for the year 2002–2003. More current information for the 2003–2004 school year was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percent of our district’s total budget dedicated to teachers’ and administrators’ salaries. The cost of health insurance, pensions, and other indirect compensation are not included.

Actual staff salaries for our school alone are not available at this time. For further information, you may contact the superintendent’s office.

| SALARY INFORMATION                                    | DISTRICT AVERAGE | STATE AVERAGE |
|---|------------------|---------------|
| <b>Beginning teacher’s salary</b>                     | \$32,671         | \$35,155      |
| <b>Midrange teacher’s salary</b>                      | \$51,671         | \$57,318      |
| <b>Highest-paid teacher’s salary</b>                  | \$64,623         | \$72,153      |
| <b>Average principal’s salary (high)</b>              | \$107,528        | \$102,706     |
| <b>Superintendent’s salary</b>                        | \$130,836        | \$150,248     |
| <b>Percent of budget for teachers’ salaries</b>       | 40%              | 43%           |
| <b>Percent of budget for administrators’ salaries</b> | 5%               | 5%            |

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2002–2003, the Fiscal Services Division, California Department of Education.

**TECHNICAL NOTE ON DATA RECENCY:** All data is current as of May 15, 2005. The CDE may release additional or revised data for the 2003–2004 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2003 census); Language Census (April 2004); CAT/6 and California Standards Tests (spring 2004 test cycle); Academic Performance Index (January 2005 growth score release); Adequate Yearly Progress (February 2005). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.