

# School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

## Executive Summary School Accountability Report Card, 2008-09

### Yuba County Career Preparatory Charter School

Address: 1104 E St. , Marysville CA 95901  
Principal: Carol Holtz

Phone: 530-749-4000  
Grade Span: K - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

“Committed to Excellence in Education Preparing Students For Brighter Futures and Quality Careers”

The Yuba County Career Preparatory Charter School is designed to fulfill the educational needs of students who want a meaningful, career-oriented education with an individualized approach. We work primarily with at-risk students. Our school assists in accelerating learning for the student who wants to earn a high school diploma and teaches skills necessary for a desirable career. The program quickly builds on each student's strengths and abilities while giving them the help they need in any areas of concern.

In the academy classrooms the students focus on business and technology, transportation, or construction. As part of their curriculum, students work together to earn how to operate a small business, build a house, or repair an automobile. Students in the Business Academy take an active part in the activities of the downtown Marysville Business District. The Construction Academy works within the community on various community service projects. The Transportation Academy focused this past year on repairing donated cars and creating a custom street rod.

The school provides education to the Yuba County YouthBuild and Conservation Corps Programs. Young adult students work in the classroom for half of the day and the other half of the day working on developing construction skills by building low-income qualified houses in the city of Marysville or doing conservation projects within the community.

Each student is tested in mathematics and reading when they enroll. Test scores are used as guides to give students schoolwork that enables them to learn new material at a challenging, but not overwhelming, pace. A teacher meets with the student and together with the parents establishes goals for the year and plan standards-based activities to reach those goals. The teacher meets with the student and parent weekly and parents, teachers, and students work as a team to provide an educational program that enables the student to make academic progress while focusing on career goals.

This program has many positive benefits for each and every student. They include:

- Individualized career-oriented lessons for students in grades K-12
- Opportunity to earn a high school diploma
- Active role for parents
- Online advance placement classes
- Training for future employment
- Accelerated learning
- Earning dual credits for classes taken at Yuba College
- Tutoring every day between hours of 8:30 am and 6:30 pm

Our staff is a caring and dedicated group of trained professionals. Every teacher is credentialed and highly experienced in their areas of expertise.

### Student Enrollment

Group	Percent
African American	4.10 %
American Indian or Alaska Native	11.54 %
Asian	1.79 %
Filipino	0.26 %
Hispanic or Latino	32.31 %
Pacific Islander	0.51 %
White (not Hispanic)	45.13 %

Multiple or No Response	4.36 %
Socioeconomically Disadvantaged	79.00 %
English Learners	9.00 %
Students with Disabilities	22.00 %
<b>Total Number of Students</b>	390

## Teachers

Indicator	Teachers
Teachers with full credential	25
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	10%
Mathematics	7%
Science	15%
History-Social Science	4% LEA Provided

## Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	469
Statewide Rank (from 2008 Base API Report)	1
2009-10 Program Improvement Status (PI Year)	

## School Facilities

### Summary of Most Recent Site Inspection

*Main Building has been completely renovated. All areas are in a good state of repair and are kept clean and orderly.*

### Repairs Needed

*None*

### Corrective Actions Taken or Planned

*Not needed*

## Curriculum and Instructional Materials

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

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,027
District	N/A
State	\$5,512

## School Completion

Indicator	Result
Graduation Rate	24.8 %

### Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	LEA Provided 3%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

### NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

### NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

### NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

### NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

# School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2009-10)

School		District	
School Name	Yuba County Career Preparatory Charter	District Name	Yuba County Office of Education
Street	1104 E St.	Phone Number	530-749-4900
City, State, Zip	Marysville , CA 95901	Web Site	www.yuba.net
Phone Number	530-749-4000	Superintendent	Richard Teagarden
Principal	Carol Holtz	E-mail Address	ric.teagarden@yubacoe.k12.ca.us
E-mail Address	Carol.holtz@yubacoe.k12.ca.us	CDS Code	58- 10587- 5830112

### School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

#### Superintendent's Message

In Yuba County it is our goal for all our citizens to recognize the availability of opportunities in their quest for greater knowledge. We work hard to meet our citizens' demands for more accountability and high performance and success by children who graduate from our schools. We also pledge to continue in our focus on Character Education and its development throughout our schools and our community. As the educational needs of our citizens continue to change and develop in this coming century, we will remain steadfast in our dedication in providing access to exemplary academic and vocational programs.

#### OUR MISSION

The Yuba County Office of Education purpose is to improve the quality of life for all Yuba County citizens. Our specialty is equipping those with unique needs with the knowledge, skills and attitudes that will establish their journey and empower them to realize their full potential.

#### OUR VISION

YCOE team believes we can make a positive difference in our community and in the lives of those we are committed to serve. We create an atmosphere that inspires mutual respect, trust, pride and commitment. We support each other and recognize achievements and promote the highest level of quality service. As a team, we encourage cooperative decision making through open communication and continuous professional growth.

#### OUR VALUES

YCOE values are our essential and enduring tenets, not to be compromised for financial, program or personal gains.

We are dedicated to:

- Promoting honesty and truthfulness in all we do.
- Acting in a fair, consistent manner deserving of trust and respect for each individual
- Appreciating the value of humor in life events while acting with sensitivity and compassion
- Expect personal interaction that promotes dignity and appropriate levels of personal responsibility

The purpose of this School Accountability Report Card is to provide the reader with important information regarding Yuba county Office of Education, a public agency, and specifically the Yuba County Career Preparatory Charter School's programs. If there are any questions on the topics presented here, or for any additional information regarding the Charter School operation please contact Richard D. Teagarden, Superintendent, or Carol Holtz, Director of Alternative Programs at (530) 749-4000.

### OUR PROGRAM

*“Committed to Excellence in Education Preparing Students For Brighter Futures and Quality Careers”*

The Yuba County Career Preparatory Charter School is designed to fulfill the educational needs of students who want a meaningful, career oriented education with an individualized approach. We work primarily with at-risk students. Our school assists in accelerating learning for the student who does to have a high school diploma and teaches skills necessary for a desirable career. It offers a program that quickly build a on each student's strengths and abilities while giving them the help they need in any areas of concern.

In the academy classrooms the students focus on business and technology, transportation, or construction. As part of their curriculum, students work together to learn how to operate a small business, build a house, or repair an automobile. Students in the Business Academy take an active part in the activities of the Downtown Marysville Business District. The Construction Trades Academy works within the community on various community services projects. This year they participated in building a garage for a house for a low-income home buyer. The Transportation Academy focused this past year on repairing donated cars and creating a custom street rod.

The school provides education to the Yuba County YouthBuild Program. This program helps 18-24 year old students who have dropped out of school to overcome barriers and complete their high school education as they learn valuable career technical skills. Young adult students work in the classroom for half of the day and the other half of the day work on developing construction skills by building low-income qualified houses in the city of Marysville. In addition to this the school provides education to students enrolled in the Yuba Sutter Conservation Corps. Students in the Conservation Corps work on projects in the local community and spend half of their time working on individual educational goals.

Upon enrollment each student is tested in mathematics and reading. Test scores are used as guides to give students schoolwork that enables them to learn new material at a challenging, but not overwhelming, pace. A teacher meets with the student and together with the parents establishes goals for the year and plan standards based activities to reach those goals. The teacher meets with the student and parent weekly and parents, teachers, and students work as a team to provide an educational program that enables the student to make academic progress while focusing on career goals. This program has many positive benefits for each and every student. They include:

- Individualized career-oriented lessons for students in grades K-12
- Opportunity to earn a high school diploma
- Active role for parents
- Online advance placement classes
- Training for future employment
- Accelerated learning
- Earning dual credits for classes taken at Yuba College
- Tutoring every day between the hours of 8:30 a.m. and 6:30 p.m. (4:30 on Fridays)

Our staff is a caring and dedicated group of trained professionals. Every teacher is credentialed, highly qualified and experienced in their area(s) of expertise.

## Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

The governing body of the school is an advisory board comprised of an administrator, parents, community business members, students, and teachers. They make recommendations to the Yuba County Superintendent of Schools. When necessary, the Yuba County Office of Education elected school board makes decisions and approvals.

All parents commit to helping their children be successful students. Parents are encouraged to be involved with their child's education and to help tailor the program to meet individual needs. The classrooms formally invited parents at least twice to listen

to presentations made by the students. Parents are asked and encouraged to contact the teacher weekly to learn about what is happening at school and how their child is doing. When possible, teachers will email parents with information on student progress and tips on how to help their children with their education. All students and parents receive school rules and procedures at the beginning of the school year. Parent newsletters are developed quarterly with updates on activities and rules.

## Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	1
Grade 1	3
Grade 2	2
Grade 3	0
Grade 4	0
Grade 5	1
Grade 6	5
Grade 7	7
Grade 8	21
Ungraded Elementary	0
Grade 9	34
Grade 10	50
Grade 11	103
Grade 12	163
Ungraded Secondary	0
Total Enrollment	390

## Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	4.10 %
American Indian or Alaska Native	11.54 %
Asian	1.79 %
Filipino	0.26 %
Hispanic or Latino	32.31 %
Pacific Islander	0.51 %
White (not Hispanic)	45.13 %
Multiple or No Response	4.36 %
Socioeconomically Disadvantaged	79.00 %
English Learners	9.00 %
Students with Disabilities	22.00 %

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11.8	44	3		11.5	22	0		21.0	2	2	
Mathematics	4.6	92	3		6.7	55	1		9.5	29	2	
Science	3.7	83	2		6.7	18			18.0	2	1	
Social Science	4.2	126	3		5.7	24			6.7	19	2	

### III. School Climate

#### School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

School Safety plan is part of the Yuba County Office of Education safety plan. As part of the plan the school identifies goals in areas of concern. The safety plan is reviewed at least yearly by the Advisory Board. In a parent survey conducted during the 2007-08 school year an overwhelming majority of parents and students felt the school was safe.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	5.1	10.0	14.4	17.2	15.3	27.3
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Main Building has been completely renovated providing additional classroom space and meeting areas. Independent study area provides students and teachers with areas to meet. All areas are in a good state of repair and are kept clean and orderly. Our facilities provide students with a sense of pride.

#### School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			
<b>Interior:</b> Interior Surfaces	N/A	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			
<b>Electrical:</b> Electrical	N/A	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	N/A	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	N/A	X			
<b>Structural:</b> Structural Damage, Roofs	N/A	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
<b>Overall Rating</b>	GREAT!				

### V. Teachers

#### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	28	24	25	45
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence	0	0	0	N/A

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the [CDE Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.3	3.7
All Schools in District	96.2	3.8
High-Poverty Schools in District	95.7	4.3
Low-Poverty Schools in District		

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	130
Library Media Teacher (Librarian)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.05	N/A
Speech/Language/Hearing Specialist	As needed	N/A
Resource Specialist (non-teaching)	.5	N/A
Other		

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good	0
Mathematics	Good	0
Science	Good	0
History-Social Science	Good	0
Foreign Language	N/A	0
Health	Good	0
Visual and Performing Arts	Good	0
Science Laboratory Equipment (grades 9-12)	LEA Provided	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,027	N/A	\$7,027	\$47,743
District	N/A	N/A	N/A	\$47,743
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,512	
Percent Difference – School Site and State	N/A	N/A	21%	

### Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Revenue for the school was derived from state apportionment as determined by the average daily attendance. Expenditures include textbooks and instructional materials and supplies and equipment. Costs include equipment for the construction and automotive academies. Additional monies were spent on computers and software, office equipment, rents, leases, utilities, and other overhead costs. Special Education services, tutoring, EL support, and CAHSEE intervention classes were also provided.

### Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	41,740	30,735
Mid-Range Teacher Salary	56,668	66,569
Highest Teacher Salary	71,596	102,402
Average Principal Salary (High)	80,742	
Superintendent Salary	136,199	

Percent of Budget for Teacher Salaries	60%	%
Percent of Budget for Administrative Salaries	4.5%	%

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	12	12	10	10	17	20	43	46	50
Mathematics	3	5	7	2	14	20	40	43	46
Science	9	8	15	9	9	17	38	46	50
History-Social Science	7	6	4	6	5	4	33	36	41

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	17	*	*	*
American Indian or Alaska Native	16	11	*	12
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	2	2	0	0
Pacific Islander	*	*	*	*
White (not Hispanic)	12	6	16	6
Male	8	7	16	5
Female	12	6	15	4
Economically Disadvantaged	9	6	16	3
English Learners	0	0	*	0
Students with Disabilities	2	3	7	0
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts		12.5	21.7		12.8	24.2		52.9	52.0
Mathematics		13.0	12.5		13.0	17.1		51.3	53.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	78.3	21.7	0.0	87.5	8.3	4.2
Male	*	*	*	*	*	*
Female	78.6	21.4	0.0	100.0	0.0	0.0
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	78.6	21.4	0.0	92.9	7.1	0.0
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	76.2	23.8	0.0	86.4	9.1	4.5
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and

comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	*	*	*
9	19.2	25.0	3.8

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	1	1	1
Similar Schools	2	3	2

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" \* " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	57	-14	-44	469
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	32	8	-29	493
Socioeconomically Disadvantaged	60	-8	-43	469

English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	No	No
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	Yes
Graduation Rate	No	No

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college

work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

## California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	17.4	38.6	40.9	14.8	39.5	46.7	3.5	4.4	3.9
Graduation Rate	32.1	28.4	24.8	77.8	73.2	70.2	83.4	80.6	80.2

## Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	36	38	N/A
African American	1		N/A
American Indian or Alaska Native	8		N/A
Asian			N/A
Filipino			N/A
Hispanic or Latino	9	1	N/A
Pacific Islander			N/A
White (not Hispanic)	18		N/A
Socioeconomically Disadvantaged	36	1	N/A
English Learners	4		N/A
Students with Disabilities			N/A

## Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

The school offers Career technical Education Programs in the field of Construction Technology, automotive repair, and Business Marketing. This is in the form a all day self-contained academies that offer high school academic subjects as well as a 2 hour ROP course in the selected field. Students earn certificates of mastery as they develop and practice skills on real-life projects. The YouthBuild students build houses within the community that are sold to low-income qualified home buyers.

## Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program
---------	-------------

	Participation
Number of the school's pupils participating in CTE	80
Percent of the school's pupils completing a CTE program and earning a high school diploma	5
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

## Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## XII. Instructional Planning and Scheduling

### Professional Development

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

Teachers are offered two mandatory staff development days and at least 2 optional days. In addition to this a five day staff training was held during the summer break and monthly ½ day sessions are held. Staff also have the opportunity to individually attend professional development in areas specific to their assignment. Subjects for staff development have been an on-going development of strategies to bring each student to their highest potential. Barriers students have to education are considered and professional development seeks ways to assist the staff in making sure all students get a quality education. These have included autism, bullying, text books, reading comprehension, math, ADD, ADHD, and behavioral disorders. Most of the staff development opportunities are coordinated through the Yuba County Office of Education

## XIII. National Assessment of Educational Progress

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92