

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

Executive Summary School Accountability Report Card 2008-09

Yuba County Special Education School

Address: 935 14th Street Marysville CA 95901-4149
Principal: Sally Sokoloski

Phone: 530-741-6231
Grade Span: Kindergarten - 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

Narrative to be provided by LEA

Student Enrollment

Group	Percent
African American	4.55 %
American Indian or Alaska Native	1.82 %
Asian	4.55 %
Filipino	
Hispanic or Latino	25.45 %
Pacific Islander	
White (not Hispanic)	59.09 %
Multiple or No Response	4.55 %
Socioeconomically Disadvantaged	70.00 %
English Learners	4.00 %
Students with Disabilities	97.00 %
Total Number of Students	110

Teachers

Indicator	Teachers
Teachers with full credential	13
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

Student Performance

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

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	717 *
Statewide Rank (from 2008 Base API Report)	C *
2009-10 Program Improvement Status (PI Year)	

School Facilities

Summary of Most Recent Site Inspection

Narrative to be provided by LEA

Repairs Needed

Narrative to be provided by LEA

Corrective Actions Taken or Planned

Narrative to be provided by LEA

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ LEA Provided
District	\$ LEA Provided
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	70.2 %

Postsecondary Preparation

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

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%

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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)

This section provides the schools contact information.

School		District	
School Name	Yuba County Special Education	District Name	Yuba County Office of Education
Street	935 14 th Street	Phone Number	530-749-4900
City, State, Zip	Marysville, CA 95901-4149	Web Site	www.yuba.net
Phone Number	530-749-4871	Superintendent	Richard Teagarden
Principal	Sally Sokoloski	E-mail Address	ric.teagarden@yubacoe.k12.ca.us
E-mail Address	sally.sokoloski@yubacoe.k12.ca.us	CDS Code	58-10587-6069249

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

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

Yuba County Office of Education has a purpose of providing opportunities and programs that will improve the quality of lives for our children. The programs described in this document are developed and delivered with intent toward preparing those with unique needs with the knowledge, skills and attitudes that will establish their journey and empower each individual to realize their full potential. We focus on effective, high quality, cost-efficient delivery of County, State and Federal programs and services. Our staffs, parents and community share a commitment and responsibility to provide opportunities that meet the needs of individual students, regardless of their disability. Services are provided to special education students aged 3-21 and eligible infants with visual impairments in appropriate settings. Preschool aged special education students are served at Goldfield School in Olivehurst, Bridges Preschool on the Lone Tree campus and Connections Preschool in the Plumas Lake School District. Students with moderate/severe disabilities and orthopedic impairments are served at Virginia School in Wheatland, Spring Valley School in Loma Rica, Cobblestone Elementary Campus, Rio Del Oro Elementary Campus, Wings on the Long Tree campus, Bear River campus, Wheatland High School, Marysville High School and the Yuba College Campus. Students with visual impairments are served through Anna Bell Karr School and in classrooms at their school of residence. Adapted Physical Education and Speech and Language Therapy services are provided to eligible students attending COE regional programs and district school sites county-wide. The Yuba County Office of Education serves Camptonville Union School district by providing specialized academic instruction, nursing and psychological support services.

Opportunities for Parental Involvement (School Year 2008-09)

Parents are a vital part of the education process. Through the Special Education Local Plan Area (SELPA), parent and agency representatives meet monthly as a Community Advisory Committee. Topics at meetings include community events, special education law, training opportunities, local issues and concerns and political awareness. The themes of parent suggested monthly presentation topics included: People First, Disability Etiquette, Surrogate Parents, Special Education Self Review, What's New with Star Testing, Overview of Sutter/Yuba Mental Health Services, Overview of Alta Regional Center Services and Focus on Adult Transition. The SELPA and YCOE were also involved in planning and implementation of a Bi-County Autism Awareness Fair which was held in April 2009. Staff at the Goldfield Preschool Program provided parents with individually designed trainings in the use of visual icons to increase communication skills in the home environment. The Family Resource Center Program Facilitator distributes information, provides support and plans activities for families of children with special needs aged 0-3. Grant support through the Children and Families Commission has enabled the center to expand services to children aged 3-5, and to assist with the provision of gas cards for families who must travel out of the area for medical appointments for their special needs child. In addition, the FRC provided parent training opportunities in the areas of language development, self-help, early literacy and transition from infant to preschool program. The Yuba County Office of Education also participates in a wide variety of community events to provide resources and disseminate information regarding special education eligibility and services. Student programs are designed to include community based educational opportunities. Partnerships between parents, schools, agencies, business and community members provide an umbrella of services and opportunities for persons with special needs from birth through age 22. Ultimately, students have a higher level of independence and productivity because of the linkages created by parent, school and community involvement.

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	14
Grade 1	12
Grade 2	21
Grade 3	3
Grade 4	13
Grade 5	9
Grade 6	7
Grade 7	4
Grade 8	0
Ungraded Elementary	0
Grade 9	9
Grade 10	4
Grade 11	8
Grade 12	6
Ungraded Secondary	0
Total Enrollment	110

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	4.55 %
American Indian or Alaska Native	1.82 %
Asian	4.55 %
Filipino	
Hispanic or Latino	25.45 %
Pacific Islander	
White (not Hispanic)	59.09 %
Multiple or No Response	4.55 %
Socioeconomically Disadvantaged	70.00 %
English Learners	4.00 %
Students with Disabilities	97.00 %

III. School Climate

School Safety Plan (School Year 2008-09)

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

The Yuba County School Safety Plan was reviewed in September 2009 with the Advisory Committee and Certificated Managers. Site administrators plan monthly drills and meetings to discuss safety issues and plan implementation. Ongoing review of the Safety Plan and site related issues are addressed by each program.

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	8.9	6.5	11	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 YCOE Maintenance Department works closely with the administrators of each special education site to ensure that maintenance projects are completed in a timely manner and that school facilities are maintained adequately for cleanliness, safety and appearance. Staff maintains the grounds, landscaping at sites and cleans the facilities on an assigned schedule. Repairs, when necessary, are completed in a timely manner. The Goldfield Preschool Center had a new ramp and gate built during the 2008-09 school year. Emergency situations are given priority for completion. Long term projects are completed through the deferred maintenance planning process to ensure that facilities are upgrades as needed.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	x			No action needed
Interior: Interior Surfaces	N/A	x			No action needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	x			No action needed
Electrical: Electrical	N/A	x			No action needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	x			No action needed
Safety: Fire Safety, Hazardous Materials	N/A	x			No action needed
Structural: Structural Damage, Roofs	N/A	x			No action needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	x			No action needed
Overall Rating		X			

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	14	12	13	45
Without Full Credential	1	3	2	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	100.0	0.0
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		
Library Media Teacher (Librarian)		N/A
Psychologist	2.4	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	18.8	N/A
Resource Specialist (non-teaching)		N/A
Other (APE/OT)	3.0	

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.

Programs for students with mild/moderate disabilities use textbooks adopted by their site districts. In addition, because the students have disabilities that impact their ability to fully access the core curriculum, supplemental materials are used to support their learning. Programs for students with moderate/severe disabilities use materials that have been aligned to the California Alternate Performance Assessment subset of standards through the use of materials and resource lists in the SEACO Special Education Alternate Curriculum Guide. These materials continue to be updated based on IEP goals and support the functional curriculum areas targeted. The High School and College aged moderate/severe programs include a health component/family life unit as part of the required Health Standards. Supplemental materials are also used to support student learning as appropriate.

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	Textbooks provided	0
Mathematics	Textbooks provided	0
Science	Textbooks provided	0
History-Social Science	Textbooks provided	0
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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 Expenditure 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	\$6,980	\$5,036	\$1,944	\$54,000
District	N/A	N/A	LEA Provided	
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5,512	
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

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.

In addition to staff within the classroom programs, a number of individuals provided additional direct support to county operated special day classes and district school sites and programs. These include:

Nurse - One full time nurse and one full time health clerk serves all of the special education programs and the direct service district, Camptonville. A full time nurse funded through the Medi-Cal Collaborative also assists with some services to direct service district students.

Psychologist - Two full time psychologists and one part time psychologist provided services to YCOE operated special education programs, alternative education programs, charter academies, independent study programs and Camptonville School District.

SELPA (Special Education Local Plan Area) - District and program representatives participate in five levels of SELPA governance; Superintendents' Council, Operations Council, Finance Advisory Committee, Trustee Council and Community Advisory Committee. The SELPA is the administrative unit for special education policies and procedures, information collection and reporting, dispute resolution and compliance reviews. SELPA personnel include a full time administrator, 2 part time program specialists, and a part time secretary.

Program Specialists - Program Specialists are available to serve severe and non-severe special education and general education students in programs countywide. They assist with staff development arrangements and inservice to parents, community and staff. They monitor the referral process for students entering YCOE special education classes, assist with district-level meetings when needed including assessment, case management and placement follow-up and serve as a resource to staff and parents regarding services, materials, curriculum and program information. Program specialist staff also provides a disability awareness program, "Kids Come in Special Flavors", a SELPA wide program for general education students (PreK-12) that fosters an understanding of disabilities through accurate, age appropriate information and hands on activities.

Adapted Physical Education Specialist - 2 FTE Adapted Physical Education teachers serve eligible students in YCOE programs as well as eligible students in other districts within Yuba County.

Speech and Language Specialist - Speech and Language Specialists serve students ages 3-22 countywide. The amount of therapy contact varies depending on the size of the site, severity of the needs of the identified students and the IEP team recommendations for services.

Regional Occupational Program Services - High school aged students at Virginia School, Wheatland High School and Marysville High School work with ROP staff 2 days per week. Students at Virginia School/Yuba College work with ROP staff 3 days per week. Vocational Training Counselors are available for a variety of support services to students in special education programs. Students aged 14-22 are eligible for pre-employment skills training, assessment services, job search and other support services. Services are also provided to students on middle school campuses.

Orientation and Mobility Training - This service is provided on a contract (non-public agency) basis to students who qualify for services due to their visual or physical impairments.

Administrative/Secretarial - Virginia School on campus and integrated campus programs share one principal and one secretary. Spring Valley School, Agnes Weber Meade, Cobblestone, Rio del Oro programs along with the VI and APE programs share a principal and secretary housed at Spring Valley School. Part time administrative support and part time clerical support is provided for the 4 preschool programs and the Wings program.

Medical Therapy Unit - The county maintains an equipment budget for the Medical Therapy Unit that serves Yuba and Sutter Counties and is located on the Virginia School Campus. The Yuba County Health Department provides physical therapy staff and services for the MTU.

Occupational Therapy Services - A full time OT is employed by the Yuba County Office of Education to provide services to eligible students in regional special education programs for students with moderate/severe disabilities. This individual also provides services to students in MJUSD. In addition, the YCOE has a contract with an NPA to provide services to additional students recommended for OT services by the IEP team.

Specialized Academic Instruction - YCOE provides services to direct service districts, alternative education and charter programs on a part time basis.

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	\$41,740.00	
Mid-Range Teacher Salary	\$48,696.00	
Highest Teacher Salary	\$71,596.00	
Average Principal Salary (Elementary)	\$83,311.00	
Average Principal Salary (Middle)	-0-	
Average Principal Salary (High)	\$80,742.00	
Superintendent Salary	\$136,199.00	
Percent of Budget for Teacher Salaries	28%	
Percent of Budget for Administrative Salaries	4.4%	

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 (CST); 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	0	49	68	10	17	20	43	46	50
Mathematics	0	38	54	2	14	20	40	43	46
Science	*	*	44	9	9	17	38	46	50
History-Social Science	0	0	0	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	*	*	*	
American Indian or Alaska Native				
Asian	*	*		
Filipino				
Hispanic or Latino	53	47	*	
Pacific Islander	*	*		
White (not Hispanic)	73	55	*	
Male	62	50	*	
Female	85	65	*	
Economically Disadvantaged	*	55	45	
English Learners	*	*		
Students with Disabilities	70	55	47	
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.

Students in the YCOE Special Education Regional Programs have an instructional program based on a functional curriculum and do not complete the requirements for a high school diploma and do not take the CAHSEE.

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		*	*						
Mathematics		*	*						

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	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
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	*	*	*
7	*	*	*
9	*	*	*

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	C *	C *	C *
Similar Schools	C	C	C

"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	36	46	174	717 *
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				734
English Learners				
Students with Disabilities				728

"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	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	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](#).

The programs operated by the Yuba County Office of Education for special education students do not include students on an academic track, so this information does not apply.

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)							3.5	4.4	3.9
Graduation Rate							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.

The students participating in the YCOE special education programs are not on an academic track and these requirements do not apply.

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

This does not apply to YCOE Regional Special Education Programs for Students with Moderate/Severe Disabilities.

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	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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.

This section does not apply - students in special education programs operated by the YCOE are on a functional curriculum and do not receive a diploma.

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

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.

One mandatory staff development day is provided each school year and two optional staff development days are offered each year to instructional staff. Professional development topics for 2008-09 included the following: Behavior Strategies that Work; Breakthrough Strategies to Teach and Counsel Youth; RTI Model for Speech and Language Specialist; Teaching Students with Autism; Aspergers Syndrome - Understanding and Addressing Issues. In addition training for Paraeducators in the area of Autism best practices was provided. The Nonviolent Physical Crisis Intervention Training was made available to staff. An Autism Network Services of opportunities was provided for interested participants over several months in the afternoons. In addition, staff meetings dedicate a portion of each meeting for staff to share resources and information relevant to their program as a means of professional growth and resources for all special education staff.

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