



Yuba County Career Preparatory Charter School

2009-2010 School Accountability Report Card Published During the 2010-2011 School Year

Yuba County Office of Education
935 14th Street
Marysville, CA 95901, CA 95901

Scotia Holmes Sanchez Ed.D.
Superintendent
Carol M. Holtz
Principal

Yuba County Office of Education

The Yuba County Office of Education team believes we can make a positive difference in the 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, recognize achievements and promote the highest level of quality service. As a team, we encourage cooperative decision making through open communication and continuous growth.

Expected Schoolwide Learning Results Students will be:

Academic Achievers—showing proficiency in essential literacy, writing, and mathematical skills

Prepared for the World of Work—by having the necessary skills to go to work or the foundation skills for higher learning

Technologically Competitive—proficient in basic computer use and able to locate and use information using electronic resources.

Principal's Message

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

The Yuba County Career Preparatory Charter School is a Western Association of Schools and Colleges (WASC) accredited school program 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 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.

The school offers both Independent Study and career academy programs. 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 model modular housing unit for foster youth. 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.

Parental Involvement

Parents and family members are encouraged to take an active part in their child's education upon enrollment in YCCPCS. 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. This year parents were invited to a barbeque and car show sponsored by the Over the Hill Car Club. 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.

The School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2009-10 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average continuation high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online please use the **Dataquest** tool offered by the California Department of Education.

Internet access is available at public libraries and other locations that are publicly accessible.

If you have any questions about this report, please contact the school office.

How to Contact Our School
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 Marysville, CA 95901
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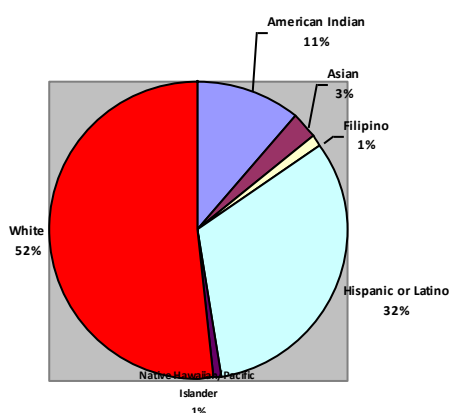
Student Enrollment by Grade Level

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

Grade Level	# of Students	Grade Level	# of Students
Kindergarten	0	Grade 7	11
Grade 1	1	Grade 8	9
Grade 2	1	Grade 9	35
Grade 3	0	Grade 10	71
Grade 4	0	Grade 11	77
Grade 5	1	Grade 12	182
Grade 6	1	Total Enrollment	389

Demographics

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



Average Class Size and Class Size Distribution (Elementary)

Elementary age students are only served by independent study. Average teacher caseload does not exceed 25, and students are seen individually. Tutoring support is offered in a small group setting.

Average Class Size and Class Size Distribution (Secondary)

Students in high school classrooms are in self contained classrooms. Independent study teachers do not average more than 25 students. Table for years 2007-2009 factors in independent study. Year 2009 -10 reflects only the academy classrooms

Subject	2007-08				2008-09				2009-10		
	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
English	11.5	22	0		21	2	2		16	5	
Mathematics	6.7	55	1		9.5	29	2		16	5	
Science	6.7	18			18	2	1		16	5	
Social Science	5.7	24			6.7	19	2		16	5	

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	10	14.4		15.3	27.3	
Expulsions	0	0	0	0	0	0

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

The school is located on a site that was once a car dealership. The main building has been completely renovated providing additional classroom space and meeting areas. The Independent study area provides students and teachers with spacious areas to meet with a sense of privacy. The area is very well lit. Teachers decorate their individual spaces to promote the learning environment. A full time janitor takes care of the day-to-day cleanliness of the building. Every summer a walk-through is completed of the buildings to see if any major repairs need to be scheduled. Minor and emergency repairs are completed as needed by additional personnel from the Yuba county Office of Education. A on-line work order request can be initiated by school personnel and the maintenance team from the Yuba County Office of Education schedules and completes the repairs. Emergency needs are given the highest priority.. Our facilities provide students with a sense of pride.

The facility includes a library where textbooks are checked out and a modest offering of reading material is available for student check-out. The Yuba County Office of Education Meeting Rooms allow room for testing of independent study students for the yearly standardized tests and exit exams.

School Facility Repair Status (School Year 2010-11)

The table below shows the results of the school's 2009-2010 inspections using the facility Inspection Tool (FIT). This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	NA				
Interior: Interior Surfaces	N/A				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	N/A				
Electrical: Electrical	N/A				
Restrooms/Fountains: Restrooms, Sinks/Fountains	N/A				
Safety: Fire Safety, Hazardous Materials	N/A				
Structural: Structural Damage, Roofs	N/A				Water leak on roof of Auto Shop
External: Playground/School Grounds, Windows/doors/Gates/Fences	N/A				
Overall Rating	Good				Cooling units will be removed from the roof of the automotive academy in the summer of 2011

School Safety

Yuba County Office of Education has standard operating procedures for all sites, which include evacuation plans, lockdown plans, and protocols for emergency situations. The plans also include emergency telephone numbers, locations of shut off valves for utilities, and aerial photos that can be supplied to emergency personnel. The Yuba County Office of Education is also involved in emergency planning efforts through a cooperative relationship with the area's Office of Emergency Services, Yuba County Sheriffs' Department, Marysville Police Department. Staff reviews school safety plans yearly and sets goals for improving when areas of need are identified. Student/parent surveys reflect parents and students feel the school is a safe place .

Fire extinguishers and alarms are checked on a regular basis by both school staff and outside firms..



Fire Alarms and extinguishers are checked by outside firms at least once a year.



Academic Counselors

This table displays information about academic counselors at the school

Academic Counselors	
Number of Academic counselors (FTE)	0
Ratio of Students Per Academic Counselor	N/A

Administrative staff and teachers take an active role in counseling students and guiding them to develop plans for completing school and enrolling in post secondary education.

School Support Staff

The following is a list of the support staff at the school and their fulltime equivalent (FTE)

Support Staff	
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.4
Other	0

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 at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	23	25	29	
Without Full Credential	0	0	0	
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 Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Curriculum and Instructional Materials

Quality, Currency, Availability of textbooks and Instructional Materials (school Year 2010-2011)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Availability of Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency approved Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Yes	<i>Holt</i> Literature and Language Arts Grades 6-12 <i>Houghton Mifflin</i> Grades K–6 <i>High Point</i> Supplemental & EL	0
Mathematics	Yes	<i>Mcdougal Littell</i> , Algebra I CA ed. 2008 <i>Saxon</i> Algebra II <i>Prentice Hall</i> Geometry 2008	0
Science	Yes	<i>MCGraw Hill</i> Science Grades K-5 <i>Holt</i> California Science Grades 6-8 <i>Glencoe</i> Physical Science Grade 9-12 <i>Glencoe</i> Earth Science Grade 9-12 <i>Glenco</i> Biology Grades 9-12 <i>Glenco</i> Chemistry Grades 9-12 <i>Glenco</i> Physics Grades 9-12	0
History-Social Science	Yes	<i>Scott Foresman</i> Learn and Work Grade K Time and Place Grade 1 Then and Now Grade 2 Our Community Grade 3 Our California Grade 4 Our Nation Grade 5 <i>Pearson Prentice Hall</i> Ancient Civilizations Grade 6 Medieval and Early Modern Times Grade 7 America: history of Our Nation Grade 8 Globe World History Grade 10 Globe American History Grade 11	0
Foreign Language	No	N/A	0
Health	Yes	<i>Glenco</i> Health	0
Visual and Performing Arts	Yes	<i>Davis</i> Discovering Art History	0
Science Laboratory Equipment (grades 9-12)	Yes		Academy students have equipment available. Independent study students have the option of taking Science Courses at the Local Community /College.

The Yuba County Career Preparatory Charter School has followed the state adoption cycle meeting the California State standards-based curriculum. All textbooks and supplemental materials are approved by the Yuba County Office of Education Board. New textbooks are first reviewed and recommended by the Charter School Advisory Board. Each year the Yuba County Office of Education Board holds a public meeting to certify that the textbooks and instructional materials for the County Office Schools are sufficient as required by law, that an adequate number of textbooks are provided for all students, and comply with the requirements of Section 60199 of the California Education Code.

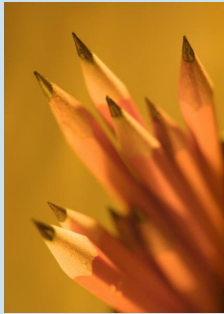
Students have access to standards-aligned textbooks; there are ample texts for all students in the school. Instructional materials in the core curriculum areas of English Language Arts, Math, Science and Social Studies are approved. Foreign Language courses are not offered at the school, but students are encouraged to take these classes at the community college.

Textbooks are aligned with those selected by the Marysville Joint Unified School District if feasible for independent Study

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Types of Services Funded

- Special Education
- RSP Support
- School Safety
- Textbooks
- Teacher s
- Tutoring
- Barton Reading Program
- ROP Classes
- Exit Exam Support
- English Learner Support

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,180	N/A	\$6,180	58,022
District	n/a	n/a	n/a	58,022
Percent Difference – School Site and District	n/a	n/a	n/a	0
State	8,736	n/a	8,736	66,995
Percent Difference – School Site and State	-17%	n/a	-17%	-14%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds 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 2008-09)

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 at <http://www.cde.ca.gov/ds/fd/cs/>.



Providing support for student learning.

Category	YCOE Amount	State Average For Districts In Same Category
Beginning Teacher Salary	41,740	41,421
Mid-Range Teacher Salary	55,509	100,962
Highest Teacher Salary	71,596	119,657
Average Principal Salary (Elementary)	83,311	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	86,111	N/A
Superintendent Salary	136,199	N/A
Percent of Budget for Teacher Salaries		N/A
Percent of Budget for Administrative Salaries	12.7	N/A

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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and 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 is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. 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. On each of these assessments, 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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

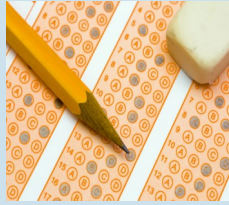
This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	12	10	11.4	17	20	11.1	46	50	52.3
Mathematics	5	7	8.6	14	20	5.3	43	46	48.1
Science	8	15	15.1	9	17	13.8	46	50	47.4
Social Studies	6	4	8.5	5	4	8.5	36	41	44.4

Standardized Testing and Reporting Results by Student Group – Most Recent Year

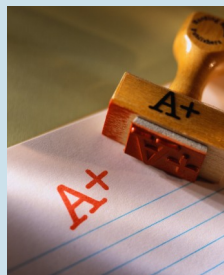
This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Mathematics	Science	Social Studies
All Students in the LEA	11.1	5.3	13.8	8.5
All Students at the School	11.4	8.6	15.1	8.5
Male	12.3	13.3	17.2	8.8
Female	11.2	1.7	10.7	4.7
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	8.0	4	6.9	18
Native Hawaiian or Pacific Islander	*	*	*	*
White	14.2	10.3	17.7	10.5
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	11.8	10.3	13.5	8.2
English Learners	*	*	*	*
Students with Disabilities	3.5	4.4	5	4.9
Students Receiving Migrant Ed. Services				



Testing Results

Students are asked to complete at least 2 hours of community service each week. 320 students x 38 weeks x 2 hours x minimum wage = approximately \$200,000 value to the community!



Results indicate Hispanic Students and Students with Disabilities need better preparation

California High School Exit Examination

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 AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. 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 Grade Ten Students – Three-Year Comparison (if applicable)

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

	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
ELA		56	58		50	54	79	79	81
Math		57	57		50	55	78	80	81

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period. *Headings were modified to report available data.*

Group	English-Language Arts			Mathematics		
	Not Passed	Passed	Proficient	Not Passed	Passed	Proficient+
All Students in the LEA						
All Students at the School	42	58	26	43	57	22
Male	59	41	12	45	55	20
Female	30	70	36	41	59	24
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	65	35	9	63	37	4
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	32	68	32	34	66	30
Two or More Races	33	67	47	27	73	33
Socioeconomically Disadvantaged	45	55	25	43	57	19
English Learners	*	*	*	*	*	*
Students with Disabilities	69	31	0	72	28	0
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical fitness Test Results (School Year 2009-10)

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 the 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 Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. Testing Results for 2009-2010 are not yet available. Results are given for 2008-09

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



Keeping Healthy and Fit

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	1	1	1
Similar Schools	3	2	1

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. Note: "N/A" means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	-14	-44	73
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	8	-29	
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	-8	-43	68
English Learners			
Students with Disabilities			



Our students are also tested every two months to see if we are helping them make progress in basic reading and math.

The API went up 73 points in the past year, and we are working to make it better.



Federal Intervention Program (School Year 2010-2011)

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

The Yuba County Office of Education does not receive Title I funding and this school is not in Program Improvement status. However, the school does meet the criteria for Program Improvement Status.



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. Note: "N/A" means that the student group is not numerically significant or data were not available.

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	540	538	767
Black or African American	N/A	N/A	686
American Indian or Alaska Native	N/A	N/A	728
Asian	N/A	N/A	890
Filipino	N/A	N/A	851
Hispanic or Latino	N/A	514	715
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	553	538	715
Two or More Races	N/A	N/A	808
Socioeconomically Disadvantaged	535	529	712
English Learners	N/A	N/A	692
Students with Disabilities	N/A	N/A	580

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

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	Yes	Yes
Graduation Rate	NO	NO

School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (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 California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates 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 at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	38.6	40.9	40.9	39.5	46.7	53.9	4.4.3.9	3.9	5.7
Graduation Rate	32.1	28.4	24.8	77.8	73.2	70.2	80.6	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Of 285 students enrolled as 12th grade students in the 2009-2010 school year, less than 100 were enrolled for at least 85% of the year. Of the 125 students who entered as 12th grade students with at least 160 credits (leaving just one year's credits to be earned), 51 students graduated (another 23 students accelerated their program and also graduated), 26 transferred, and 18 continued on the next year in order to finish. 24% of the students dropped out of school. The majority of them were recovered dropouts who had enrolled in the YouthBuild or Conservation Corps program. Some students feel they are too far behind in credits to continue their education past the age of 18. In the time they are with us we help students consider educational options. Some students enroll to graduate early, and younger students often transfer back to traditional schools once they get their educational program back on track. Of the 813 students who enrolled during the school year 2009-2010; 258 (30%) remained enrolled at the end of the school year, 74 Graduated (9%), 365 (45%) transferred, and 115 (14%) were categorized as drop-outs.

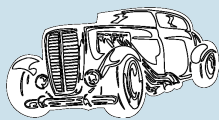
Group	Graduating Class of 2010		
	School	District	State
All Students			94.5
Black or African American			89.7
American Indian or Alaska Native			95.3
Asian			97.4
Filipino			98.2
Hispanic or Latino			91.6
Native Hawaiian/Pacific Islander			95.2
White			98.1
Two or More Races			n/a
Socioeconomically Disadvantaged			91.3
English Learners			98.5
Students with Disabilities			53.4



Construction Academy and YouthBuild Work on low income housing in the community



Students take pride in working on projects that will benefit others in the community



Automotive Academy Students learn not only how to fix cars, and how to apply those lessons to their lives

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career techni-

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. The Conservation Corps students studied methods to evaluate houses for energy efficiency, and how to then seal the houses for more energy efficient operations.

The Construction Academy allows high school students built a prototype model of a housing unit that would allow persons aging out of the foster care system or juvenile justice system an opportunity to live on their own in a low income housing unit, that was affordable, yet allowed them a great degree of independence.

Business Academy students continued to work with downtown merchants for two hours each day. This allowed students to gain valuable experience in working with employers and the public.

The Automotive Academy students learn all of the systems of a car including how the motor, brakes, and fuel systems work, as well as, body repair. They also work on skills that make them outstanding working with the public. The students work with members of car clubs and promoters of car shows in the area.

Career Technical Education Participation (School Year 2009-10)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	80
Percent of pupils completing a CTE program and earning a high school diploma	5%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

All of the CTE courses are working on articulation agreements with the local community college, Yuba College. Once all of the agreements are in place, the students will have the opportunity to earn college credits while still in high school. The instructors submitted course outlines and final exams to the college. The Automotive Academy has received approval. Yuba College does not offer a construction program, so we are attempting to find another community college in Sacramento that will work with us.

A course outline was written for an Aviation Academy. After developing an Advisory Board and getting approval for the course, not enough students were interested in taking the course in this area. Colusa did offer the course and has been successful in obtaining enough students to make the course financially feasible.

Other courses will be developed as students express interest. Right now about eight students would like to be part of a Culinary Arts Academy.

Courses for University of California and/or California State University Admission (School Year 2008-09)

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 at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	20%
Graduates Who Completed All Courses Required for UC/CSU Admission	0%

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

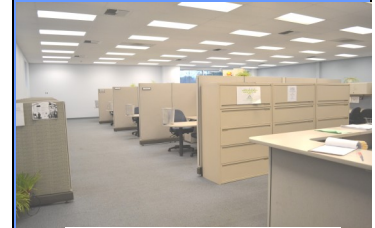
Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	0	n/a
Fine and Performing Arts	0	n/a
Foreign Language	0	n/a
Mathematics	0	n/a
Science	0	n/a
Social Science	0	n/a
All courses	0	

Students have been offered Advanced Placement courses, but none of the independent study students have wanted to enroll in the courses because they require daily attendance.

Several courses have been approved as meeting the a-g requirements for University admission. These courses are taught in the academies. Each year courses are reviewed and new course outlines are written in order to add more courses to our list of approved courses.

Textbooks for these courses are reviewed in order to make sure they offered the depth of information that would be required for students wanting to enroll in a State University after graduation.

Textbooks are also informally reviewed in order to make sure they are aligned to the state standards. The classroom teachers did not think our biology book covered the state standards, so they looked at books being used at the local high schools, as well as sample copies from publishers. Parents were also invited to look at the different options. A new book was chosen and is up for approval in the 2010–2011 school year..



The independent study area allows for privacy, yet keeps the well lit spacious feeling of our previous room.

Graduation rate. Of the 125 students who entered the school in 12th grade with at least 3 years of high school credits 41% graduated, 21% transferred, 24% dropped out and 14% continued to finish the next semester.



Students graduate after completing 220 credits, pass both exit exams and completing a Career Portfolio

Yuba County Office of Education
935 14th Street
Marysville, CA 95901

Yubna County Career Preparatory Charter School
1104 E Street
Marysville, CA 95901
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E-mail: carol.holtz@yubacoe.k12.ca.us



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.

Yuba County Office of Education Website
<http://yuba.net>

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.

Three full days of professional development were offered to all of the teachers in the 2009-2010 school year. In addition to this monthly meetings were held for independent study teachers and weekly meetings for academy teachers.

A Tier II VPSS mathematics course was offered so teachers could become NCLB compliant in mathematics. Tier I in mathematics was offered the previous year.

Professional Development also included training on curriculum materials, special education procedures, universal access materials, and learning styles.

A team of administrator and teachers is participating in the California State University Reading Institute for Academic Preparedness (RIAP) training. Through this training the teachers are learning how to broaden academic language and students' abilities to use language more expertly across a variety of social and academic contexts. They have chosen to read the book Devil's Highway schoolwide in the year 2010-2011. This will allow for collaboration between the teachers and peer support in promoting a greater use of academic vocabulary. This also allows students from different academies to have academic discussions on the same topic.



Entryway is kept attractive and informative displaying information pertinent to parents and students.

