



**Yuba City High School
School Accountability Report Card
Reported Using Data
from the 2017-18 School Year
Published During 2018-19**



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Yuba City High School
Street	850 B. St.
City, State, Zip	Yuba City CA, 95991
Phone Number	(530) 674-4900
Principal	Robert Pogue
E-mail Address	rpogue@ycusd.org
Web Site	http://ychs.ycusd.org
CDS Code	51-71464-5139001

District Contact Information	
District Name	Yuba City Unified School District
Phone Number	(530) 822-5200
Superintendent	Doreen Osumi
E-mail Address	dosumi@ycusd.org
Web Site	http://www.ycusd.org/

School Description and Mission Statement (School Year 2018-19)

Yuba City High School is one of two comprehensive high schools in the Yuba City Unified School District. It was founded in 1923 and for 83 years was the only 9-12 comprehensive high school in the district. In the late 1990's and early 2000's, the school's student enrollment was the largest of any high school north of Sacramento. In 2004, the school enrollment reached nearly 3,000 students. Today, Yuba City High School has over 1800 students, and continues to maintain all of the academic, social, athletic, and college and career readiness programs of a large comprehensive high school.

Yuba City High School is proud of its course offerings, extensive elective and robust Career and Technical Education (CTE) career pathways which include: a) Agriculture & Natural Resources, b) Arts, Media & Entertainment, Education, c) Child Development and Family Services, d) Engineering & Architecture, e) Fashion & Interior Design, f) Health Science & Technology, g) Hospitality, Tourism & Recreation, h) Information & Communication Technologies, i) Manufacturing & Product Development, j) Public Services, and k) Transportation. As a result of offering an extensive selection of classes, Yuba City High School is a host school to over 150 co-enrolled students who are not included in the total enrollment. Co-enrolled students come to us from Marysville High School, Sutter High School, River Valley High School, Albert Powell Continuation High School, Yuba City Independence Academy, and the Sutter County Superintendent of School Special Education programs. Our co-enrolled students take academic and elective classes such as German, Physical Education, Music, Drama, Ceramics, Drawing, Beginning Art, as well as classes in the CTE career pathways.

Yuba City High School offers numerous opportunities for students to be involved in a variety of on-campus clubs and organizations, one of which is our FFA program which competes all year in a multitude of agriculture competitions. Students also have the opportunity to be involved in interscholastic athletics and compete on one or more of the 38 CIF athletic teams in various sports in the Tri-County Conference.

After graduation, our students represent YCHS at many of the major universities and colleges throughout California and the nation. Our community is particularly proud of the many achievements of our students in the classroom and on the athletic field.

Mission Statement:

Yuba City High School educates and supports students so that graduates will be literate, meet academic standards, establish goals for their future, and demonstrate involvement in school and/or community.

Vision Statement:

The Yuba City High School community will foster a rigorous, comprehensive, and supportive environment. YCHS students will demonstrate the knowledge and skills needed to achieve their academic, personal, and career goals as responsible, contributing citizens.

Expected Schoolwide Learning Results:

Demonstrate Literacy:

Read, comprehend, and write at the 10th grade level

Meet or exceed academic standards established at Yuba City High School:

Achieve competency in the standards of any course

Achieve College and Career Readiness status in ELA and Mathematics on the Smarter Balanced Assessments

Establish Goals:

Develop a plan to achieve individual short and long term goals, utilizing available resources

Participate in a school activity/and or community organization:

Be involved in school sports, clubs, and community volunteerism

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	536
Grade 10	460
Grade 11	461
Grade 12	397
Total Enrollment	1,854

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.8
Asian	10.9
Filipino	0.4
Hispanic or Latino	50.1
Native Hawaiian or Pacific Islander	0.4
White	30.2
Socioeconomically Disadvantaged	66.6
English Learners	8.6
Students with Disabilities	12.0
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	93	94	93	649
Without Full Credential	0	1	2	20
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	1	1
Vacant Teacher Positions	1	2	4

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 09/25/2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Themes in World Literature/McDougal 2002 Literature & Language Arts 3rd, 4th, & 5th Courses/Holt 2003 Springboard/College Board, Gr 9-11, 2017 READ 180, Houghton Mifflin Harcourt, 2017 English 3D, Houghton Mifflin Harcourt, 2017	Yes	0%
Mathematics	Big Ideas Math Integrated Mathematics 1/Cengage Learning 2016 Big Ideas Math Integrated Mathematics 2/Cengage Learning 2016 Big Ideas Math Integrated Mathematics 3/Cengage Learning 2016 Precalculus: Graphical, Numerical Algebraic/ Person Education 2015 Calculus of a Single Variable/ Cengage Learning 2014 ALEKS, McGraw-Hill Education, 2017 Stats Modeling the World {AP edition}/Pearson Education 2015	Yes	0%
Science	Science Spectrum/Holt 2000 Chemistry Visualizing Matter/Holt 2000 Modern Biology/Holt 2000 Conceptual Physics/Hewitt 1990 Chemistry & Chemical Reactivity/Thomson Learning 2004 AP Biology/Prentice Hall 2011	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Modern World History/McDougal 2012 Economics: Concepts and Choices/McDougal 2014 American Government by Magruder/ Prentice Hall 2004 World Geography and Cultures/McGraw-Hill 2012 Malinkowski's AP Human Geography/McGraw-Hill 2013 AP US History: America's History/Bedford, Freeman & Worth Publishers, 8th Edition The American's Reconstruction of the 21st Century/Houghton-Mifflin 2012 AP Economics Today 17E/Pearson	Yes	0%
Foreign Language	Avancemos, McDougal Littel 2007 Temas, Vista Higher Learning 2014 Bien Dit, Holt McDougal 2013 Bon Voyage, Glencoe McGraw Hill 2005 Punjabi Made Easy, Nagra Publications 2008 Let Us Learn Gurmukhi, Singh Brothers 2005 Punjabi Reader, Sikh Social and Educational Society 1991 Mosaik, Vista Higher Learning 2014 Elementary Punjabi Book Workbook/University of British Columbia 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Yuba City High School is currently comprised of 89 traditional classrooms, a College and Career Career Center with 33 computers, three fully equipped computer labs with 32-student computer stations, and a 33-student station computer lab in the library. During the summer of 2018, a new greenhouse was built on site, new roofs were installed on three buildings, a new scoreboard was installed on the athletics field, and the entire exterior of the school was painted along with the interior corridors and lockers. Upcoming projects will be additional roof replacements, concrete path work, security fencing, and classroom painting. More than 20 Chromebook mobile lab/carts are used to support the math curriculum and all content areas. YCHS is very proud of its 32-student station digital photography lab which also includes a photography studio, as well as, a black and white photography lab. To support students in acquiring 21st century skills, YCHS also has three digital classrooms which include: a 32-student station Video Game Design lab, a 24-student station Yearbook lab, and a 30-student station Architectural Design lab. Additionally, YCHS has fully equipped CTE classrooms specifically designated for CTE programs such as automotive repair, auto body collision repair, welding, small engine repair, agricultural mechanics, culinary arts kitchen, and fashion design. The school has two comprehensive gymnasiums. One gym has an adjacent wrestling facility while the other gym has an adjacent gymnastics facility. YCHS has a multi-purpose room that serves as the student cafeteria during the day and a theatrical stage in the evenings. Additionally, there is a band room, a choir room, a student store, a full service ASB office, a book room, a weight room, a farm for livestock, a greenhouse, a staff lounge, six teacher work stations each equipped with a high-volume copier, and four conference rooms for parent-teacher conferences, Student Study Team (SST), and Individualized Education Program (IEP) meetings.

There is a newly remodeled building housing Physics, Engineering, Architectural, and Auto Repair programs. The Physics and Engineering facility includes a classroom for instruction and teacher demonstration, as well as, an additional 40 x 30 foot lab/experiment facility. The Auto Repair building includes a classroom, a computer lab, trainer/simulation area, and a full auto shop with two lifts and basic shop equipment standard to the industry in 2018.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/03/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Using deferred maintenance funds, mechanical upgrades need to be made in Rooms 201-206, 210 and 211.
Interior: Interior Surfaces	Fair	Flooring in the classrooms of the 100 wing need to be replaced. Field House will get a full interior upgrade. These projects will be completed using deferred maintenance funds.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roofs need to be replaced on the Field House, the 100 wing and Rooms 201-206, 210 & 211. These projects will be funded by deferred maintenance.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/03/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	53.0	59.0	43.0	46.0	48.0	50.0
Mathematics (grades 3-8 and 11)	21.0	19.0	27.0	29.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	400	383	95.75	59.27
Male	211	202	95.73	53.47
Female	189	181	95.77	65.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	49	96.08	61.22
Filipino	--	--	--	--
Hispanic or Latino	188	180	95.74	57.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	115	95.04	63.48
Two or More Races	22	21	95.45	47.62
Socioeconomically Disadvantaged	283	270	95.41	54.81
English Learners	62	55	88.71	23.64
Students with Disabilities	46	44	95.65	13.64
Students Receiving Migrant Education Services	22	19	86.36	42.11
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	382	95.74	19.37
Male	210	201	95.71	18.91
Female	189	181	95.77	19.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	51	100	21.57
Filipino	--	--	--	--
Hispanic or Latino	187	177	94.65	14.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	115	95.04	26.09
Two or More Races	22	21	95.45	9.52
Socioeconomically Disadvantaged	282	269	95.39	14.87
English Learners	62	58	93.55	3.45
Students with Disabilities	46	42	91.3	0
Students Receiving Migrant Education Services	22	20	90.91	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Yuba City High School (YCHS) proudly offers an extensive CTE program to meet the work and career needs of students. YCHS offers the following pathways and CTE programs: a) Agriculture & Natural Resources, b) Arts, Media & Entertainment, Education, c) Child Development and Family Services, d) Engineering & Architecture, e) Fashion & Interior Design, f) Health Science & Technology, g) Hospitality, Tourism & Recreation, h) Information & Communication Technologies, i) Manufacturing & Product Development, j) Public Services and k) Transportation. All CTE programs incorporate, in the daily curriculum, the California Common Core State Standards for Literacy in the Technical Subjects, College and Career Readiness Anchor Standards and the California Model Curriculum Standards for CTE. Students are encouraged to complete a sequence of courses in a specific CTE program to obtain skills and knowledge that will lead to higher levels of success in entry level workforce positions or in post-secondary CTE training programs. Many of the CTE programs offer industry certifications. The programs that offer certification of skills include Welding, Culinary Arts, Automotive Technology, Early Child Careers, Photography, and Law Enforcement.

Each CTE program is affiliated with a regional industry-specific advisory committee. The industry-specific advisory committee counsels the instructor on new technologies, specific skills needed in the industry, labor market demands (job outlook), and assistance with internships. YCHS maintains data on the number of students enrolling and completing CTE programs to examine trends of student interests in CTE programs. The District CTE advisory committee is chaired by the Director of Economic Development for the City of Yuba City and includes individuals representing Engineering, Architecture, Agriculture, Family and Consumer Sciences, Automotive Repair, and Information Technology. This committee annually reviews all the CTE programs offered to match CTE programs to local workforce needs for the Yuba-Sutter area. All CTE programs are reviewed for relevancy to our community's workforce needs based on the following criteria: high demand, high skilled, and high wage.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	946
% of pupils completing a CTE program and earning a high school diploma	80.4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16.2%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	94.2
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	41.4

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.6	26.0	49.7

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Yuba City High School offers multiple opportunities for parents to stay informed and involved. The YCHS FAN (Friends and Neighbors) Club meets every 4-6 weeks with the contact person being Principal Robert Pogue. The Honker Club meets on the third Tuesday of every month at 7:00 p.m. in the YCHS library with the contact person being Robin Rocha. Band Boosters meet on the third Monday of each month at 7:00 p.m. at the Round Table Pizza restaurant on Gray Avenue. Another parent involvement opportunity includes School Site Council, which meets from 3:30 p.m. to 4:30 p.m. every third Thursday of each month. Additional informal opportunities for parents to visit and be involved include informal parent meetings with the principal, volunteering to be field trip chaperones, volunteer coaches, and volunteer drivers to athletic events. We have monthly English Language Advisory Committee (ELAC) meetings that assist our parents of English Learners with staying informed and involved. The daily bulletin is emailed to parents every day. Additionally, the counseling department holds numerous evening events for parents and students to meet college representatives, learn about college admission requirements, and financial aid. Other parent involvement venues include Back-To-School Night, Open House, Fall and Spring Academic Awards, and various theatrical and musical performances.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	2.5	3.9	5.5	7.7	6.1	8.2	10.7	9.7	9.1
Graduation Rate	94.2	94.4	90.5	87.9	91.3	84.6	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	89.0	86.7	88.7
Black or African American	100.0	93.8	82.2
American Indian or Alaska Native	50.0	75.0	82.8
Asian	82.7	93.7	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	89.7	83.9	86.5
Native Hawaiian/Pacific Islander	75.0	100.0	88.6
White	91.7	86.1	92.1
Two or More Races	91.7	83.0	91.2
Socioeconomically Disadvantaged	93.4	92.3	88.6
English Learners	21.6	32.4	56.7
Students with Disabilities	70.3	59.3	67.1
Foster Youth	0.0	100.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	7.8	6.6	16.4	6.8	6.8	10.5	3.7	3.7	3.5
Expulsions	1.4	1.2	0.4	0.6	0.7	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Yuba City High School provides a safe and clean educational environment for students, staff, and volunteers. The Safety Plan stresses the procedures for ensuring student safety during emergencies. Yuba City High School maintains a standing School Safety Committee which meets regularly throughout the school year. The Committee makes revisions to the Safety Plan. Revisions to the Safety Plan are reviewed with the whole staff and the first staff meetings of the year. For 2018, it was reviewed on August 10th and August 14th. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake and lock-down drills are conducted on a regular basis throughout the school year. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Yuba City High School has a full time School Resource Officer and a full time Probation Officer on campus. Habitually truant students are supervised by the School Intervention Attendance Specialist and the District's Truancy Officer. Finally, the school has a full time certificated teacher who operates the in-school suspension program for students.

There is a designated student drop off and pickup area at the main entrance of the school. All visitors must sign in at the office, where they receive a badge that must be displayed at all times. Visitors need to give teachers prior notification when visiting a classroom.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	26	18	33	27.0	29	23	28	27.0	23	39	24
Mathematics	27.0	12	40	9	28.0	9	37	11	26.0	8	55	2
Science	29.0	2	31	3	29.0	4	28	3	26.0	8	34	3
Social Science	31.0	5	21	23	31.0	4	23	22	32.0	3	14	32

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	309
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	1.4	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7749.49	1381.77	6367.72	\$67,894
District	N/A	N/A	7828.80	\$68,675
Percent Difference: School Site and District	N/A	N/A	-20.6	2.2
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-3.2	-13.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Yuba City Unified School District spent an average of \$11,963.62 to educate students (based on 2017-18 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received approximately \$3,290.61 per student in state and federal funding for the following categorical, special education, and support programs:

- Agriculture Vocational Ed
- Carl Perkins Career & Tech Ed
- CA. Career Pathways
- Career Technical Education Inc.
- College Readiness Block Grant
- Donations
- Lottery
- Medi-Cal Billing Option
- Medi-Cal SELPA
- ROP
- Sp Ed AB-602
- Sp Ed IDEA Basic
- Sp Ed Low Incidence
- Sp Ed Transportation
- STREAM Grant
- Title I
- Title II Teacher Quality
- Title III, LEP
- Yuba City Education Foundation

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,716	\$49,512
Mid-Range Teacher Salary	\$67,559	\$77,880
Highest Teacher Salary	\$87,967	\$96,387
Average Principal Salary (Elementary)	\$138,966	\$123,139
Average Principal Salary (Middle)	\$148,410	\$129,919
Average Principal Salary (High)	\$148,999	\$140,111
Superintendent Salary	\$207,013	\$238,324
Percent of Budget for Teacher Salaries	36.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	9	N/A
Social Science	6	N/A
All courses	27	18.7

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Professional Development, over the past three years, has primarily focused on the implementation of the Common Core State Standards in Mathematics and English, the Next Generation Science Standards and Social Science standards. Professional Development for teachers in other content areas has also continued to be supported, particularly in the areas of Advancement Via Individualized Determination (AVID), English Language Development (ELD), Agriculture, and Career Technical Education (CTE). Teachers have participated in the professional development opportunities in a variety of venues; from small group, after school District Passport sessions to attendance at out-of-town conferences. From 2016-2019, staff participated in a variety of conferences and workshops to enhance and strengthen their teaching skills. Different teams of teachers participated in the following workshops:

1. Agriculture Teachers Conference
2. AVID workshops
3. Tri-County Induction Program (TCIP) trainings
4. California Art Educators Association Conference
5. Carnegie Math training
6. Next Generation Science Standards (NGSS) training
7. CRANE Grant training
8. Expository Reading and Writing Course (ERWC) training
9. Get Focused Stay Focused training
10. Social Science standards training
11. Co-teaching training
12. SpringBoard training
13. UC/CSU Counselors' Conference
14. Link Crew Conference
15. California Mathematics Conference

YCHS is working on a WASC full self study with an accreditation visit scheduled for the Fall of 2019. A significant amount of the staff meeting time for the latter half of the 17-18 school year and all of the 18-19 school year is devoted to WASC work.

During the 2018-2019 school year, fourteen days are designated as minimum days for teacher collaboration intended to improve teaching and learning. Collaboration days are designed for teachers to work both within their grade level and content area and across grade levels and content areas to provide stronger instruction. Additionally, one staff meeting a month (60-75 minutes) is reserved for professional collaboration.

Yuba City Unified School District participates in the Tri-County Induction Program (TCIP) for recently credentialed teachers and the Peer Assessment Review (PAR). All newly-hired teachers with a preliminary credential are required to participate in the TCIP program in order to clear their credential. An experienced teacher may volunteer to participate in the PAR program to gain peer assistance. Experienced teachers may also be referred to the PAR program to improve his or her instructional skills, classroom management, or knowledge of subject. Mentor Teachers are selected to work with teachers in the TCIP and the PAR program by a panel of teachers and administrators. The Mentor Teachers provide peer assistance, professional development in curriculum, classroom management and instructional methodologies to newly hired teachers, volunteer teachers to the program or referred teachers.