



**Yuba City High School
School Accountability Report Card
Reported Using Data
from the 2018-19 School Year
Published During 2019-20**



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	rpogue@ycusd.org
Website	http://ychs.ycusd.org
County-District-School (CDS) Code	51-71464-5139001

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

School Description and Mission Statement (School Year 2019-20)

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 continually enhance 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:

- Meet or Exceed Academic Standards
- Achieve competency in any course taken
- Effectively access and use the technology provided and required for each course
- Achieve proficient or better, or meet and/or exceed annual growth targets for language acquisition as applicable, on state assessments including the California Assessment of Student Performance and Progress (CAASPP), the California Science Test (CAST), and the English Language Proficiency Assessment for California (ELPAC)

Establish Goals:

- Develop a plan to achieve individual short and long term goals, utilizing available resources
- Demonstrate essential social and workplace skills

Participate in a school activity/and or community organization:

- Involvement in school sports, clubs, and community volunteerism

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	485
Grade 10	492
Grade 11	417
Grade 12	394
Total Enrollment	1,788

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.5
Asian	11
Filipino	0.6
Hispanic or Latino	51.2
Native Hawaiian or Pacific Islander	0.1
White	28.9
Two or More Races	5.4
Socioeconomically Disadvantaged	66.9
English Learners	8.2
Students with Disabilities	12
Foster Youth	0.5
Homeless	1.2

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	94	93	95	643
Without Full Credential	1	2	1	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments*	1	1	3
Vacant Teacher Positions	2	4	0

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 2019-20)

Year and month in which data were collected: 10/08/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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%
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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 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. Additional roofing, HVAC, and concrete work was completed during the summer of 2019 as well as a renovation of the CTE Culinary Arts kitchen. Upcoming projects will be additional roof replacements, concrete path work, security fencing, and classroom painting. More than 40 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

Year and month of the most recent FIT report: 11/22/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	The Field House will get a full interior upgrade 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	Good	Using deferred maintenance, the roofs on the Field House , and Rooms 703 (MP Stage), 704 (Band), 706, 707, and 721-724 will be replaced in the summer of 2020.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Portions of the concrete and asphalt near the Administration building will be replaced using deferred maintenance funds.
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	59	49	46	48	50	50
Mathematics (grades 3-8 and 11)	19	25	29	30	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	387	374	96.64	3.36	48.93
Male	203	194	95.57	4.43	40.21
Female	184	180	97.83	2.17	58.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	47	46	97.87	2.13	47.83
Filipino	--	--	--	--	--
Hispanic or Latino	209	206	98.56	1.44	48.54
Native Hawaiian or Pacific Islander					
White	99	92	92.93	7.07	53.26

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	21	19	90.48	9.52	36.84
Socioeconomically Disadvantaged	257	251	97.67	2.33	44.22
English Learners	54	51	94.44	5.56	3.92
Students with Disabilities	48	42	87.50	12.50	11.90
Students Receiving Migrant Education Services	23	21	91.30	8.70	23.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	387	377	97.42	2.58	24.67
Male	203	197	97.04	2.96	24.37
Female	184	180	97.83	2.17	25.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	47	47	100.00	0.00	29.79
Filipino	--	--	--	--	--
Hispanic or Latino	209	207	99.04	0.96	19.81
Native Hawaiian or Pacific Islander					
White	99	93	93.94	6.06	31.18
Two or More Races	21	19	90.48	9.52	31.58
Socioeconomically Disadvantaged	257	253	98.44	1.56	17.39
English Learners	54	53	98.15	1.85	3.77
Students with Disabilities	48	42	87.50	12.50	2.38
Students Receiving Migrant Education Services	23	22	95.65	4.35	9.09

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1241
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	64
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	8

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	93.86
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	33.91

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	16.2	25.1	38.1

Note: Percentages are not calculated and double dashes (**) appear in the table 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 2019-20)

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 and be involved include informal parent meetings with the principal, volunteering to be field trip chaperones, volunteer coaches, and volunteer drivers to athletic events. Monthly English Language Advisory Committee (ELAC) meetings assist 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	3.9	5.5	4.3	6.1	8.2	6.9	9.7	9.1	9.6
Graduation Rate	94.4	90.5	90.9	91.3	84.6	86.7	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.6	16.4	8.9	6.8	10.5	6.0	3.6	3.5	3.5
Expulsions	1.2	0.4	0.2	0.7	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 at the first staff meetings of the year. For 2019, it was reviewed on August 9th and August 12th. 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 "GOLD Room" which is an intervention room for restorative practices.

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	27	29	23	28	27	23	39	24	26	28	40	17
Mathematics	28	9	37	11	26	8	55	2	27	13	40	8
Science	29	4	28	3	26	8	34	3	24	17	31	2
Social Science	31	4	23	22	32	3	14	32	28	9	31	14

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	255.4

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	3.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8283.6	1641.81	6641.79	\$70,122
District	N/A	N/A	\$8673.01	\$73,167.00
Percent Difference - School Site and District	N/A	N/A	-26.5	2.2
State	N/A	N/A	\$7,506.64	\$82,031.00
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 2018-19)

Yuba City Unified School District spent an average of \$12,778.51 to educate students (based on 2018-19 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received approximately \$4,475.02 per student in state and federal funding for the following categorical, special education, and support programs:

Agriculture Vocational Ed
 Carl Perkins Career & Tech Ed
 Career Technical Education Inc.
 College Readiness Block Grant
 Donations
 Lottery
 Medi-Cal Billing Option
 Medi-Cal SELPA
 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
 Title IV
 CSEPD Block Grant
 LPS Block Grant

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,151	\$51,374
Mid-Range Teacher Salary	\$71,410	\$80,151
Highest Teacher Salary	\$92,981	\$100,143
Average Principal Salary (Elementary)	\$140,815	\$126,896
Average Principal Salary (Middle)	\$150,125	\$133,668
Average Principal Salary (High)	\$153,817	\$143,746
Superintendent Salary	\$211,380	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	9	N/A
Social Science	5	N/A
All courses	23	14.9

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10