

Yuba City High School

2022 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 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	Cylas Olsen
Email Address	colsen@ycusd.org
School Website	http://ychs.ycusd.org/
County-District-School (CDS) Code	51-71464-5139001

2022-23 District Contact Information

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

2022-23 School Overview

Yuba City High School is one of two comprehensive high schools in the Yuba City Unified School District. Founded in 1923, Yuba City High School provides comprehensive educational services to approximately 1900 students including all of the academic, social, athletic, and college & career readiness programs of a large comprehensive high school.

Yuba City High School is proud of its course offerings which include Advanced Placement (AP) and Honors, Advancement Via Individual Determination (AVID), Naval Sciences through Naval Junior Reserve Officer Training Corps (NJROTC), Link Crew, extensive electives, 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 l) Fire Science and m) Residential Construction. As a result of offering an extensive selection of classes, Yuba City High School is a host school to roughly 100 students who are not included in the total enrollment. Co-enrolled students come 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. Co-enrolled students take academic, CTE, and elective classes.

All of Yuba City High School's core content classes, and most of its electives, have been aligned to the A-G UC/CSU requirements and students are encouraged and supported by administration, counselors, teachers, and staff to prepare to attend college and fulfill the A-G requirement which enables them to access the California public university system.

New in 2019 was the addition of an Early College program for students beginning with Freshman. Upon completion, students in this program will graduate, not only with a high school diploma, but also an Associate's degree from Yuba College.

Yuba City High School offers numerous opportunities for students to be involved in roughly 40 on-campus clubs and organizations, competitive and award-winning FFA & NJROTC programs, and 38 CIF athletic teams in the Capital Valley Conference (CVC). YCHS also supports students with a Restorative Practices program, Positive Behavioral Interventions and Supports (PBIS) expectations and incentives, a College & Career Center, a Wellness Center, peer and teacher-led tutoring and intervention, topic-based counseling groups and support, a full time Attendance Intervention Specialist, Spanish and Punjabi speaking Parent Liaisons, a full-time School Resource Officer, and a full-time Probation Officer used for improving student

2022-23 School Overview

attendance. YCHS proudly partners with Yuba College and Chico State University to help students navigate the journey from high school to college.

Class of 2022 Data

44% of the graduating seniors completed the minimum course eligibility requirements for the University of California and California State University.

Future plans reported by 2022 graduates (# of students & % of class)

UC/CSU/Private 4-year college	55	25%
CA Community College	130	58%
Technical/Vocational School	7	3%
Workforce or Undecided	24	10%
Military	7	3%

The YCHS community is particularly proud of the achievements of all students in the classroom, on the stage, on the field, and beyond as graduates pursuing post-secondary goals.

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, and 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)

Values: Yuba GOLD

- Genuine
- Organized
- Leaders
- Dedicated

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	472
Grade 10	490
Grade 11	459
Grade 12	430
Total Enrollment	1,851

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.5
American Indian or Alaska Native	0.4
Asian	11.5
Black or African American	1.7
Filipino	0.5
Hispanic or Latino	54.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.5
White	25.4
English Learners	11.7
Foster Youth	0.4
Homeless	0.8
Migrant	2.3
Socioeconomically Disadvantaged	74.8
Students with Disabilities	11.8

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	72.70	80.11	552.30	86.95	228366.10	83.12
Intern Credential Holders Properly Assigned	1.30	1.47	3.30	0.52	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.10	5.66	19.70	3.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	1.10	7.50	1.19	12115.80	4.41
Unknown	10.50	11.65	52.20	8.22	18854.30	6.86
Total Teaching Positions	90.70	100.00	635.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	5.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	5.10	

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.80	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		09/27/2022	
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%
Mathematics	Big Ideas Math Integrated Mathematics 1/Cengage Learning 2016 Big Ideas Math Integrated Mathematics 2/Cengage Learning 2016	Yes	0%

	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		
Science	Modern Biology/Holt 2000 Biology /SAAVAS, 2019 Conceptual Physics/Hewitt 1990 Chemistry & Chemical Reactivity/Thomson Learning 2004 AP Biology/Pearson 2021 Chemistry: Matter and Change/McGraw Hill 2017	Yes	0%
History-Social Science	Modern World History/McDougal 2012 Economics: Concepts and Choices/McDougal 2014 Magruder's American Government/SAVVAS 2019 World Geography and Cultures/McGraw-Hill 2012 Human Geography: A Spatial Perspective AP Edition 2021 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 Littell 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%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Yuba City High School is currently comprised of 89 traditional classrooms, a College and Career Center with 33 computers, two fully equipped computer labs with 32-student computer stations, and an abundance of Chromebook carts. 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 improvement projects include additional roof replacements, concrete path work, security fencing, and classroom painting. Chromebook mobile lab/carts are available in the vast majority of classrooms and are used to support the math curriculum and all other 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 workstations 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 which houses the 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.

In 2021, a major infrastructure project replacing a deteriorating main sewer line was completed. New baseball and softball scoreboards, along with upgrades to the field house and the Honker Field team room, are slated for completion in December 2022. Upgrades to the welding shop including new equipment and building repair are currently in progress. A large, outdoor shade structure for student use will be completed for the fall '23-24 school year. Additionally, multiple murals, custom floor mats, and several branding projects to support student and campus culture are currently underway and ongoing.

Year and month of the most recent FIT report

11/22/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC updates on the South Gym are scheduled for summer of 2023 using Deferred Maintenance funds.
Interior: Interior Surfaces	X			Using deferred maintenance funding, interior painting of the Administration building needs to be completed and flooring of the Field House will be redone to provide training room space.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Using deferred maintenance, the roof of the North Gym needs to be replaced. Single ply restoration is needed on the roofs of Rooms

School Facility Conditions and Planned Improvements

				801-803, 921-925, and the South Gym. This project will be completed using capital funds.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	42	N/A	39	N/A	47
Mathematics (grades 3-8 and 11)	N/A	13	N/A	24	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	406	348	85.71	14.29	41.95
Female	203	180	88.67	11.33	45.00
Male	203	168	82.76	17.24	38.69
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	58	55	94.83	5.17	49.09
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	203	179	88.18	11.82	33.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	20	86.96	13.04	55.00
White	111	84	75.68	24.32	50.00
English Learners	50	43	86.00	14.00	2.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	291	254	87.29	12.71	35.83
Students Receiving Migrant Education Services	15	13	86.67	13.33	23.08
Students with Disabilities	37	31	83.78	16.22	6.45

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	406	350	86.21	13.79	13.43
Female	202	181	89.60	10.40	13.81
Male	204	169	82.84	17.16	13.02
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	58	56	96.55	3.45	26.79
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	203	180	88.67	11.33	5.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	20	86.96	13.04	10.00
White	111	84	75.68	24.32	21.43
English Learners	50	45	90.00	10.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	291	256	87.97	12.03	10.55
Students Receiving Migrant Education Services	15	13	86.67	13.33	15.38
Students with Disabilities	37	31	83.78	16.22	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	20.92	NT	22.76	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	787	607	77.13	22.87	20.92
Female	408	308	75.49	24.51	20.78
Male	379	299	78.89	21.11	21.07
American Indian or Alaska Native	--	--	--	--	--
Asian	110	89	80.91	19.09	24.72
Black or African American	15	12	80	20	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	403	317	78.66	21.34	13.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	36	75	25	13.89
White	201	144	71.64	28.36	36.11
English Learners	82	68	82.93	17.07	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	552	440	79.71	20.29	15
Students Receiving Migrant Education Services	21	16	76.19	23.81	6.25
Students with Disabilities	82	59	71.95	28.05	1.69

2021-22 Career Technical Education Programs

Yuba City High School (YCHS) offers a variety of CTE courses that meet the work and career interests of students. YCHS offers CTE courses in agriculture, automotive repair, child development, culinary, digital photography, education, engineering, fashion design, law enforcement, sports medicine, video game design and welding. Additionally, YCHS students can explore other CTE courses at River Valley High School and TriCounty ROP. Students can take computer science and veterinary courses at River Valley High School. TriCounty ROP offers a Medical Assistant (MA) program. Our CTE teachers partner with local businesses to provide job shadow/internship opportunities for students in the advanced CTE courses. All CTE programs incorporate, in the curriculum, the California Common Core State Standards for Literacy in the Technical Subjects, College and Career Readiness Anchor Standards and the California Curriculum Standards for CTE. Students are encouraged to complete the sequence of courses that comprise a CTE pathway to obtain skills and knowledge that will lead to higher levels of success in entry level employment or post-secondary training programs. Some of the CTE courses offer college credit and industry certification.

YCHS maintains data on the number of CTE program completers. Data trends are analyzed to make continuous improvements to CTE programs. Each CTE program is affiliated with an industry-specific advisory committee. The advisory committee ensures that CTE instructor(s) stay current on the industry technology, technical skills required, labor market demands and assistance with job shadow/internship opportunities. The Yuba City Unified School District maintains an active District CTE advisory committee comprised of CTE teachers and local business professionals representing local industry such as agriculture, automotive repair, engineering, culinary, education and government, such as the Employment Development Department and Yuba College. The committee annually reviews all the CTE programs for relevancy to the Yuba-Sutter and Sacramento Region's workforce needs. All CTE programs are reviewed based on the following criteria: High Wage, High Skill and In-Demand.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	954
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	95.54
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	39.05

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96.9	96.7	96.3	95.6	96.5

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Contact Person Name: Cylas Olsen, Principal
Contact Person Phone Number: (530) 674-4900

Yuba City High School offers multiple opportunities for parents to stay informed and involved. The School Site Council meets six times a year with the contact person being Principal Cy Olsen. The Honker Club meets on the third Tuesday of every month at 6:00 p.m. in the YCHS staff lounge with the contact person being Robin Rocha. Band Boosters meet on the third Monday of each month at 7:00 p.m. in the band room on campus. Additional informal opportunities for parents to visit and be involved include drop-in or scheduled 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. A weekly bulletin is emailed to parents and the school maintains a robust and informative website and Facebook page. 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, Senior Awards Night, and various theatrical and musical performances.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		8.2	8.5		8.8	10.4		8.9	7.8
Graduation Rate		85.4	86.1		85.6	83.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	410	353	86.1
Female	217	197	90.8
Male	192	155	80.7
American Indian or Alaska Native	--	--	--
Asian	54	45	83.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	212	182	85.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	29	24	82.8
White	98	87	88.8
English Learners	52	35	67.3
Foster Youth	--	--	--
Homeless	16	14	87.5
Socioeconomically Disadvantaged	293	240	81.9
Students Receiving Migrant Education Services	19	12	63.2
Students with Disabilities	54	33	61.1

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1981	1925	454	23.6
Female	986	964	218	22.6
Male	987	953	234	24.6
American Indian or Alaska Native	7	7	3	42.9
Asian	223	222	35	15.8
Black or African American	34	32	11	34.4
Filipino	9	9	1	11.1
Hispanic or Latino	1071	1044	262	25.1
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	110	104	24	23.1
White	507	487	114	23.4
English Learners	249	245	66	26.9
Foster Youth	10	10	2	20.0
Homeless	31	30	15	50.0
Socioeconomically Disadvantaged	1522	1471	375	25.5
Students Receiving Migrant Education Services	57	57	19	33.3
Students with Disabilities	243	234	92	39.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.09	5.00	2.45
Expulsions	0.30	0.15	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.39	10.55	0.82	7.71	0.20	3.17
Expulsions	0.00	0.50	0.00	0.29	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.55	0.50
Female	5.98	0.00
Male	15.20	1.01
American Indian or Alaska Native	0.00	0.00
Asian	5.83	0.00
Black or African American	11.76	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.89	0.47
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.00	1.82
White	7.89	0.59
English Learners	19.28	0.40
Foster Youth	0.00	0.00
Homeless	12.90	6.45
Socioeconomically Disadvantaged	12.48	0.59
Students Receiving Migrant Education Services	15.79	0.00
Students with Disabilities	17.70	0.82

2022-23 School Safety Plan

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 2022, it was reviewed and shared on August 9th, 2022. 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 multiple occasions 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	24	47	18
Mathematics	31	7	41	13
Science	27	9	36	4
Social Science	33	1	30	22

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	71	7	8
Mathematics	20	55	7	8
Science	15	55	1	
Social Science	18	54	7	4

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	21	48	13
Mathematics	29	11	42	9
Science	24	19	34	1
Social Science	28	12	39	12

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	308.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,189.79	\$1,108.25	\$6,081.55	\$72,176
District	N/A	N/A	\$8928.95	\$76,195
Percent Difference - School Site and District	N/A	N/A	-37.9	-5.7
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-32.5	-17.9

2021-22 Types of Services Funded

Yuba City Unified School District spent an average of \$14,954.51 to educate students (based on 2021-22 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received approximately \$5,157.09 per student in state and federal funding for the following categorical, special education, and support programs:

- A-G Grant
- Agriculture Vocational Ed
- Carl Perkins Career & Tech Ed
- Career Technical Education Inc.
- K-12 Strong Workforce Program
- CSEPD Block Grant
- Donations
- ELO-G
- ESSER I
- ESSER II
- ESSER II
- GEER
- IPI
- LCSSP
- Lottery
- Medi-Cal Billing Option
- Medi-Cal SELPA
- Sp Ed AB-602
- Sp Ed IDEA Basic
- Sp Ed Low Incidence
- Sp Ed Transportation
- Title I
- Title II Teacher Quality
- Title III, LEP
- Title IV
- TUPE

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,828	\$54,370
Mid-Range Teacher Salary	\$72,481	\$82,681
Highest Teacher Salary	\$99,329	\$106,610
Average Principal Salary (Elementary)	\$139,439	\$135,283
Average Principal Salary (Middle)	\$138,009	\$141,244
Average Principal Salary (High)	\$157,668	\$152,955
Superintendent Salary	\$226,124	\$264,367
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	10.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	2
Foreign Language	2
Mathematics	2
Science	4
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	15

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10