

River Valley High School

2021 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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	River Valley High School
Street	801 El Margarita Rd.
City, State, Zip	Yuba City CA, 95993
Phone Number	(530) 822-2500
Principal	Lee McPeak
Email Address	lmcpeak@ycusd.org
School Website	http://rvhs.ycusd.org/
County-District-School (CDS) Code	51-71464-0107722

2021-22 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/

2021-22 School Overview

River Valley High School (RVHS) is located in an expanding portion of Yuba City and is the newest high school in the Yuba City Unified School District. Established in 2005, River Valley High is a Grade 9-12 comprehensive high school. The school was built in response to community growth in part due to an affordable housing market near a large metropolitan area (Sacramento). In spring of 2018, we had a WASC Mid Cycle review and received the highest grade possible, zero recommendations and multiple commendations. We are very proud of this accomplishment.

The school day at RVHS is structured utilizing a 4x4 block schedule, which allows for substantial periods of time to be dedicated to learning and instruction and less time on routine tasks such as taking attendance. Four classes are held each day that are 1.5 hours in length and divided over two terms each school year (fall and spring terms). At the end of each term, students change both classes and teachers, much like college courses. The 4x4 block schedule affords a greater number of options for students, as they are provided an opportunity to take more courses during their four-year high school career than under the traditionally structured six-period school day. This allows students to advance their studies during their high school career and provides more opportunities for all students to explore a multitude of career pathways and/or options for college. Additionally, teachers average 90 student contacts per school day rather than the normal 150, allowing a more personal teaching and learning experience for students and staff.

The administrative team is working with RVHS staff to improve a program designed for our English Language Learner (ELL) population. The program design is structured to assist ELLs in learning English rapidly and to be equipped with the English language skills necessary for academic success. The English Language Development (ELD) staff is working toward teaching students discrete subskills in the reading, writing, and the conversational skills necessary to assist students in acquiring English quickly. The goal is for students to transition into core classes and meet graduation requirements on time or utilize one additional year. Content teachers also work to accommodate the needs of ELL students within challenging, grade-level academic courses.

River Valley High School offers the opportunity for all students to be involved in some activity of their choosing. RVHS provides a variety of campus clubs and activities such as Link Crew for transitioning freshmen, opportunities for student leadership, as well as, sports in the Capital Valley Conference (CVC). Additionally, RVHS students have been accepted to a number of major universities and colleges. The school community is especially proud of the many accomplishments of our graduating classes.

2021-22 School Overview

RVHS Mission:

Schoolwide Learner Outcomes:

What? We Prepare all Students to be College and Career Ready.

How? We Maximize Student Learning Through: Writing, Inquiry, Collaboration, Organization and Reading. (WICOR)

Why? We believe successful people are: Effective Communicators, Critical Thinkers and Technologically Literate

Responsible community members show: Positivity, Respect, Integrity, Determination and Excellence. (PRIDE)

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	478
Grade 10	508
Grade 11	466
Grade 12	407
Total Enrollment	1,859

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	32.7
Black or African American	1.5
Filipino	0.4
Hispanic or Latino	41.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.4
White	18
English Learners	10.8
Foster Youth	0.4
Homeless	0.9
Socioeconomically Disadvantaged	76.6
Students with Disabilities	9.4

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		10/12/2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 Stats Modeling the World {AP edition}/Pearson Education 2015	Yes	0%
Science	Modern Biology/Holt, Rinehart, Winston 2007 Chemistry: Matter and Change/McGraw Hill 2017 Conceptual Physics/SAVVAS 2022 Human Anatomy & Physiology/Pearson Prentice Hall 2007 AP Biology/Prentice Hall 2005	Yes	0%
History-Social Science	Modern World History/McDougal 2012 Economics: Concepts and Choices/McDougal 2014 Magruder's American Government/SAVVAS 2019 World Geography/Pearson 2009 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	Yes	0%

	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		
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The school opened in the fall of 2005 with ninth and tenth grade students only. Grade 11 students were added in 2006. The first class of Grade 12 students graduated from RVHS in 2008. RVHS is a modern facility that features a large open quad area, state of the art science laboratories, a spacious library, athletic fields, and comfortable classrooms with current technology. A new weight room was added in the 2017-2018 school year. The new construction created space for all students to utilize. The former weight room became a wrestling and dance facility. Our new football field was installed during the fall of 2018. A Career and Technical Education Construction Pathway is being pursued which could result in two classrooms being modified in the future. Since we require additional classrooms, we are having four more added to the west side of the campus. Plans are currently being approved for an eating area just west of the gym where students will be able to be protected from the rain and have a food truck as an option for lunch and break.

Year and month of the most recent FIT report

11/18/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Mechanical equipment needs to be replaced to address roof leak. This project will be completed using deferred maintenance funding.
Interior: Interior Surfaces	X			Using deferred maintenance funding, flooring in the Multi-Purpose Room needs to be replaced.
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			A portion of the Admin 200 Wing exterior will be painted using deferred maintenance funds.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	474	306	64.56	35.44	53.29
Female	208	137	65.87	34.13	58.82
Male	265	169	63.77	36.23	48.81
American Indian or Alaska Native	--	--	--	--	--
Asian	152	89	58.55	41.45	67.42
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	210	145	69.05	30.95	43.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	16	66.67	33.33	46.67
White	80	51	63.75	36.25	62.75
English Learners	44	28	63.64	36.36	3.57
Foster Youth	0	0	0	0	0
Homeless	12	10	83.33	16.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	368	229	62.23	37.77	48.02
Students Receiving Migrant Education Services	21	15	71.43	28.57	26.67
Students with Disabilities	38	28	73.68	26.32	10.71

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	474	298	62.87	37.13	22.82
Female	208	133	63.94	36.06	22.56
Male	265	165	62.26	37.74	23.03
American Indian or Alaska Native	--	--	--	--	--
Asian	152	89	58.55	41.45	37.08
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	210	139	66.19	33.81	12.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	14	58.33	41.67	42.86
White	80	51	63.75	36.25	23.53
English Learners	44	28	63.64	36.36	0.00
Foster Youth	0	0	0	0	0
Homeless	12	10	83.33	16.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	368	221	60.05	39.95	19.46
Students Receiving Migrant Education Services	21	16	76.19	23.81	18.75
Students with Disabilities	38	26	68.42	31.58	7.69

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	821	NT	NT	NT	NT
Female	389	NT	NT		
Male	430	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	285	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	354	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	NT	NT	NT	NT
White	136	NT	NT	NT	NT
English Learners	67	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	16	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	624	NT	NT	NT	NT
Students Receiving Migrant Education Services	41	NT	NT	NT	NT
Students with Disabilities	68	NT	NT	NT	NT

2020-21 Career Technical Education Programs

River Valley High School (RVHS) offers CTE courses in accounting, agriculture, business, child development, computer science, digital photography, education, engineering, and video game design. Additionally, RVHS students can explore other CTE courses at Yuba City High School and TriCounty ROP. Students can take automotive repair, culinary and welding courses at Yuba City High School. TriCounty ROP offers a Certified Nursing Assistant (CNA) program. Our CTE teachers partner with local businesses to provide job shadow/internship opportunities for students enrolled in the advanced pathway course. 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 pathway courses 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.

RVHS 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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,172
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	59.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.1

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	95.29
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	42.32

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Contact Person Name: Lee McPeak
Contact Person Phone Number: (530) 822-2500 x 27100

Parental and community involvement starts with our annual Back-to-School Night. River Valley High School has an active website, which is continually being updated and redesigned to give parents optimum information about the school and their child's educational program. Additionally, it has information about our Mexican American student group: MEChA, the Booster Club, Key Club, Punjabi Club, and Soroptimist Club, to name a few. Also, there is a master calendar for all events that is maintained by the Associated Student Body and the Principal's secretary. Parents can readily contact staff through district email or voicemail. School discipline procedures require direct contact with a parent or guardian before discipline is enacted. Bilingual staff is available for parent-teacher conferences and translation of communications sent home, including class syllabi. Before the start of school, students entering 9th grade and their parents attend freshmen orientation. RVHS has an active School Site Council comprised of teachers, parents, students, classified staff, and the site principal which meets on the third Thursday of every month. Additionally, there is an English Learner Advisory Committee that meets to keep parents of EL students informed and involved. All bulletins, campus activities, and outreach efforts are posted on social media.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.9	7.1	9.1	7.9	8.8	9.7	9.0	8.9	9.4
Graduation Rate	92.9	89.0	86.1	86.0	85.6	82.7	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	396	341	86.1
Female	207	193	93.2
Male	189	148	78.3
American Indian or Alaska Native	--	--	--
Asian	152	146	96.1
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	159	127	79.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	67	55	82.1
English Learners	40	23	57.5
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	325	274	84.3
Students Receiving Migrant Education Services	34	31	91.2
Students with Disabilities	37	23	62.2

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2004	1914	232	12.1
Female	943	906	83	9.2
Male	1056	1003	146	14.6
American Indian or Alaska Native	9	9	3	33.3
Asian	631	612	24	3.9
Black or African American	34	31	6	19.4
Filipino	7	7	0	0.0
Hispanic or Latino	838	795	121	15.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	105	102	16	15.7
White	372	351	61	17.4
English Learners	232	218	33	15.1
Foster Youth	9	8	2	25.0
Homeless	35	30	14	46.7
Socioeconomically Disadvantaged	1537	1482	212	14.3
Students Receiving Migrant Education Services	112	108	11	10.2
Students with Disabilities	193	185	46	24.9

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.60	1.65	5.97	0.82	3.47	0.20
Expulsions	0.74	0.00	0.20	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.41	5.00	2.45
Expulsions	0.19	0.15	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.65	0.00
Female	0.95	0.00
Male	2.27	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.79	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.86	0.00
White	2.42	0.00
English Learners	1.72	0.00
Foster Youth	0.00	0.00
Homeless	5.71	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	1.79	0.00
Students with Disabilities		

2021-22 School Safety Plan

The Safety Plan stresses the procedures for ensuring student safety during emergencies. Revisions to the Safety Plan are reviewed with the whole staff annually during the back to school meetings. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. 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 Safety Plan was last reviewed, updated, and discussed with faculty on September 14, 2021.

River Valley High School provides a safe, clean environment for students, staff, and volunteers. Students are supervised by teachers and administrators before and after school. During breaks and lunch, administrators and campus security supervise 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 are encouraged to give teachers prior notification when visiting a classroom.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	26	14	19	15
Mathematics	29	3	20	11
Science	25	7	11	4
Social Science	30	7	10	20

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	30	12	11	22
Mathematics	34	7	16	11
Science	23	10	13	
Social Science	33	2	20	15

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	14	92		4
Mathematics	16	60	6	6
Science	13	42		
Social Science	15	72	6	

2020-21 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	309.8

2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0
Other	1.4

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	7702.18	896.34	6805.85	\$73,970
District	N/A	N/A	\$8648.90	\$76,407
Percent Difference - School Site and District	N/A	N/A	-23.9	-3.2
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-21.5	-15.5

2020-21 Types of Services Funded

Yuba City Unified School District spent an average of \$13,235.28 to educate students (based on 2020-21 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received approximately \$4,586.38 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
- CRF
- ESSER I
- TUPE
- LCSSP
- LLM

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$52,562
Mid-Range Teacher Salary	\$72,481	\$83,575
Highest Teacher Salary	\$99,329	\$104,166
Average Principal Salary (Elementary)	\$135,382	\$131,875
Average Principal Salary (Middle)	\$132,224	\$137,852
Average Principal Salary (High)	\$156,868	\$150,626
Superintendent Salary	\$226,124	\$260,243
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	7.9
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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	4
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	4
Social Science	6
Total AP Courses Offered	16

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. All staff development opportunities are either one day workshops for teachers that were interested or took place during staff meetings. Topics for staff development during the 2018-19 school year include:

1. AVID strategies (WICOR)
2. WASC goals
3. PLC Focus for ALL content areas

During the 2018-2019 school year, twelve 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.

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	9.5	9	9

Yuba City Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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/

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6354	641	10.09	89.91	52.66
Female	3093	302	9.76	90.24	60.13
Male	3259	338	10.37	89.63	45.83
American Indian or Alaska Native	35	4	--	88.57	--
Asian	1271	123	9.68	90.32	63.41
Black or African American	109	8	7.34	92.66	--
Filipino	32	4	12.50	87.50	--
Hispanic or Latino	3018	320	10.60	89.40	44.83
Native Hawaiian or Pacific Islander	18	1	5.56	94.44	--
Two or More Races	349	33	9.46	90.54	58.06
White	1522	148	9.72	90.28	61.49
English Learners	1529	66	4.32	95.68	16.67
Foster Youth	53	2	3.77	96.23	--
Homeless	214	14	6.54	93.46	14.29
Military	93	9	9.68	90.32	--
Socioeconomically Disadvantaged	5109	472	9.24	90.76	46.91
Students Receiving Migrant Education Services	263	18	6.84	93.16	22.22
Students with Disabilities	717	95	13.25	86.75	24.21

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6354	623	9.80	90.20	20.06
Female	3093	295	9.54	90.46	20.00
Male	3259	327	10.03	89.97	20.18
American Indian or Alaska Native	35	4	--	88.57	--
Asian	1271	122	9.60	90.40	33.61
Black or African American	109	8	7.34	92.66	--
Filipino	32	4	12.50	87.50	--
Hispanic or Latino	3018	308	10.21	89.79	10.39
Native Hawaiian or Pacific Islander	18	1	5.56	94.44	--
Two or More Races	349	30	8.60	91.40	30.00
White	1522	146	9.59		27.40
English Learners	1529	66	4.32	95.68	0.00
Foster Youth	53	2	3.77	96.23	--
Homeless	214	14	6.54	93.46	0.00
Military	93	9	9.68	90.32	--
Socioeconomically Disadvantaged	5109	458	8.96	91.04	15.50
Students Receiving Migrant Education Services	263	19	7.22	92.78	15.79
Students with Disabilities	717	91	12.69	87.31	8.79

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.