



# River Valley High School School Accountability Report Card Reported Using Data from the 2012-13 School Year Published During 2013-14



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

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	Tom Reusser
E-mail Address	<a href="mailto:treusser@ycusd.k12.ca.us">treusser@ycusd.k12.ca.us</a>
CDS Code	51-71464-0107722

<b>District Contact Information</b>	
<b>District Name</b>	Yuba City Unified School District
<b>Phone Number</b>	(530) 822-5200
<b>Web Site</b>	www.ycusd.k12.ca.us
<b>Superintendent</b>	Nancy Aaberg
<b>E-mail Address</b>	naaberg@ycusd.k12.ca.us

### **School Description and Mission Statement (School Year 2012-13)**

This section provides information about the school, its programs and its goals.

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 9-12 comprehensive school. The school was built in response to community growth in part due to an affordable housing market next to a large metropolitan area (Sacramento). In recent years growth in the community has waned as a result of the nationwide real estate slow-down, however, the local school population has remained constant. In Spring of 2013, we had a WASC visit and we received a three year accreditation.

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 roll. 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 leadership team at RVHS is working with RVHS staff to improve a program designed for the English Language Learner (ELL) population. The program design is structured to assist ELLs to learn English quickly 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 sub-skills in the reading, writing and the conversational skills necessary to assist students in learning English quickly. The goal is for students to transition into core classes and meet graduation requirements on time or utilizing 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 and opportunities for student leadership, as well as sports in the Tri County Conference. Additionally, RVHS students have been accepted to a number of major universities and colleges, and the school community is especially proud of the many accomplishments of our graduating classes.

### **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Contact Person Name: Thomas Reusser  
 Contact Person Phone Number: (530) 822-2506

Parental and community involvement starts with our annual Back-to-School Night and Open House. River Valley High School has an active website, which is continually being updated and redesigned to give parents optimum information about school, their students, MECHA, the Booster Club, Key Club, Punjabi Club, and Soroptimist Club. In addition, 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 site voicemail. School discipline procedures require direct contact with parent or guardian before discipline is enacted. Bilingual staff is available for parent-teacher conferences and interpretation of communications sent home and class syllabi. Before the start of school, freshmen 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 fourth Wednesday of every month. Additionally, there is an English Learner Advisory Committee that meets to advise parents of EL students.

### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49	50	55	56	58	58	54	56	55
Mathematics	25	27	25	51	52	52	49	50	50
Science	44	44	48	54	57	59	57	60	59
History-Social Science	43	42	44	44	43	45	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	52	59	45
All Student at the School	55	25	48	44
Male	51	30	50	52
Female	59	21	46	36
Black or African American	50	27	25	
American Indian or Alaska Native				
Asian	57	28	49	42
Filipino	60	20		
Hispanic or Latino	47	22	41	37
Native Hawaiian/Pacific Islander				
White	61	25	60	51
Two or More Races	60	29	36	52
Socioeconomically Disadvantaged	48	23	40	35
English Learners	3	8	6	
Students with Disabilities	18	17	27	16
Students Receiving Migrant Education Services	37	37	31	34

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	64	59	63	60	55	57	59	56	57
Mathematics	63	73	69	57	62	60	56	58	60

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43	27	31	40	43	16
All Students at the School	37	28	35	31	50	19
Male	43	31	26	28	50	21
Female	32	25	43	34	49	17
Black or African American	58		42	50	50	
American Indian or Alaska Native						
Asian	33	31	36	23	50	27
Filipino						
Hispanic or Latino	47	26	27	40	47	12
Native Hawaiian/Pacific Islander						
White	28	30	42	28	50	22
Two or More Races	46	31	23	37	52	11
Socioeconomically Disadvantaged	48	25	27	39	45	16
English Learners	100			81	19	
Students with Disabilities	85	10	5	74	24	2
Students Receiving Migrant Education Services	62	15	23	31	62	8

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Physical Fitness Test Results (School Year 2012-13)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.8	20.7	53.0

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	5	6	6
Similar Schools	3	3	3

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	29	-6	9
Black or African American			
American Indian or Alaska Native			
Asian	33	-17	-2
Filipino			
Hispanic or Latino	9	-6	21
Native Hawaiian/Pacific Islander			
White	37	1	19
Two or More Races			
Socioeconomically Disadvantaged	38	-15	8
English Learners	12	-19	10
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,151	773	9,101	806	4,655,989	790
Black or African American	29	744	165	738	296,463	708
American Indian or Alaska Native	6		60	797	30,394	743
Asian	316	778	1,643	840	406,527	906
Filipino	14	791	58	859	121,054	867
Hispanic or Latino	332	742	3,623	770	2,438,951	744
Native Hawaiian/Pacific Islander	4		25	775	25,351	774
White	374	805	3,019	832	1,200,127	853
Two or More Races	70	755	470	816	125,025	824
Socioeconomically Disadvantaged	654	736	6,092	780	2,774,640	743
English Learners	228	652	2,717	743	1,482,316	721
Students with Disabilities	97	587	1,125	620	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	No

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	---	14
Percent of Schools Currently in Program Improvement	---	82.3

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	451
Grade 10	456
Grade 11	353
Grade 12	426
Total Enrollment	1,686

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.7	White	31.5
American Indian or Alaska Native	0.7	Two or More Races	5.2
Asian	27.5	Socioeconomically Disadvantaged	56.3
Filipino	1.2	English Learners	20.5
Hispanic or Latino	29.8	Students with Disabilities	8.9
Native Hawaiian/Pacific Islander	0.3		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.9	5	20	14	25.1	12	24	5	27	14	15	12
Mathematics	25.4	12	32	2	24.5	14	26	5	26	8	25	9
Science	28.1	3	22	3	26.7	9	19	3	27	6	18	2
Social Science	29.2	7	16	12	28.2	5	15	13	30	2	22	10

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

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

**Date of last School Safety Plan review/update:** 08-10-13

The Safety Plan stresses the procedures for ensuring student safety during emergencies. Revisions to the Safety Plan are reviewed with the whole staff annually. 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.

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.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	18.5	11.4	10.5	12.4	8.6	8.3
Expulsions	1.6	1.8	1.4	0.7	0.6	0.5

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 and fields, and comfortable classrooms with current technology.

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 11/20/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	Carpet in Room 110 stained. Routed to custodial staff for cleaning on 12/20/13. Carpet in Rooms 106, 801, 804, 809, 815, 820, 828, 829, 830, 831, and 837 stained. Ceiling tiles in Admin 300 Wing, Rooms 402, 403, and 407 are stained. Deferred maintenance project planned after 7/1/14.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

#### Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
<b>With Full Credential</b>	83	83	82	635
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	2	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.3	1.7
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	422
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	2	---
Psychologist	1.2	---
Social Worker	0	---
Nurse	0.4	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	0	---
Other		---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 9/24/13

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt 2003	Yes	0%
Mathematics	McDougal Littell 2005	Yes	0%
Science	Pearson Prentice Hall 2007	Yes	0%
History-Social Science	Prentice Hall 2004	Yes	0%

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,062.12	\$765.73	\$5,296.39	\$55,549
District	---	---	\$5,410.33	\$58,221
Percent Difference: School Site and District	---	---	-2.1	-4.6
State	---	---	\$5,537	\$68,841
Percent Difference: School Site and State	---	---	-4.3	-19.3

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Yuba City Unified School District spent an average of \$ 7,556.69 to educate students (based on 2012-13 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received approximately \$ 2,049.64 per student in state and federal funding for the following categorical, special education, and support programs:

- AG Voc Ed
- Art, Music & PE
- Arts & Music Block Grant
- CA Peer Assistance Review (PAR)
- Dental Van
- Donations
- Economic Impact Aid (EIA)
- Home to School Transportation
- Instructional Materials Realignment Program
- Instructional Professional Development-Math/Reading
- Lottery
- Medi-Cal Billing Option
- Medi-Cal SELPA
- Microsoft Ed Tech Voucher Program
- ROP
- School Safety and Violence Prevention
- Sp Ed AB-602
- Sp Ed IDEA Basic
- Sp Ed Low Incidence
- Sp Ed Transportation
- Staff Development Principal Training
- Title I
- Title II Part A, Administrator Training
- Title II Teacher Quality
- Title III, LEP
- Vocational Programs (Carl Perkins Act)
- YCEF

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$36,735	\$40,933
<b>Mid-Range Teacher Salary</b>	\$58,102	\$65,087
<b>Highest Teacher Salary</b>	\$75,856	\$84,436
<b>Average Principal Salary (Elementary)</b>	\$119,368	\$106,715
<b>Average Principal Salary (Middle)</b>	\$129,933	\$111,205
<b>Average Principal Salary (High)</b>	\$131,436	\$120,506
<b>Superintendent Salary</b>	\$190,696	\$207,812
<b>Percent of Budget for Teacher Salaries</b>	40.1%	39.8%
<b>Percent of Budget for Administrative Salaries</b>	5.7%	5.1%

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

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>Dropout Rate</b>	7.20	7.00	7.10	10.50	9.40	9.80	16.60	14.70	13.10
<b>Graduation Rate</b>	92.12	89.39	90.58	85.77	84.28	84.50	80.53	77.14	78.73

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
<b>All Students</b>	364	807	418,598
<b>Black or African American</b>	8	12	28,078
<b>American Indian or Alaska Native</b>	4	8	3,123
<b>Asian</b>	95	163	41,700
<b>Filipino</b>	3	7	12,745
<b>Hispanic or Latino</b>	94	275	193,516
<b>Native Hawaiian/Pacific Islander</b>	2	2	2,585
<b>White</b>	135	298	127,801
<b>Two or More Races</b>	20	37	6,790
<b>Socioeconomically Disadvantaged</b>	202	449	217,915
<b>English Learners</b>	61	158	93,297
<b>Students with Disabilities</b>	22	56	31,683

### Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
  - How these programs and classes are integrated with academic courses and how they support academic achievement
  - How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
  - The measurable outcomes of these programs and classes, and how they are evaluated
  - State the primary representative of the district's CTE advisory committee and the industries represented on the committee
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### Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	774
% of pupils completing a CTE program and earning a high school diploma	18.5
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	11.3

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	62.4
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	39.3

### Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	6	---
Mathematics	4	---
Science	4	---
Social Science		---
All courses	16	2.1

\* Where there are student course enrollments.

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. All staff development opportunities were either one day workshops for teachers that were interested or took place during staff meetings and on our early release days. Topics for staff development during the 2012-13 school year included:

1. Rigor and Relevance
2. Illuminate and common assessments
3. Data driven instruction

Yuba City Unified School District participates in the Beginning Teacher Support Assessment (BTSA) for recently credentialed teachers and the Peer Assessment Review (PAR). All newly-hired teachers with less than two full years of fully credentialed teaching experience are required to participate in the BTSA program. 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.

Consulting Teachers are selected to work with teachers in the BTSA and the PAR program by a panel of teachers and administrators. The consulting 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.

### Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days with At Least 180 Instructional Minutes		
	2010-11	2011-12	2012-13
<b>Actual number of school days dedicated to staff development</b>	10	10	9