YouthBuild Charter School of California
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	611 Wilshire Blvd., Ste. 303 Los Angeles, CA , 90017-4806	**Principal:**	Dr. Rudy Cuevas
Phone:	(213) 741-2600	**Grade Span:**	9-12

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 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.

About This School

Dr. Rudy Cuevas

 Principal, YouthBuild Charter School of California

About Our School

Contact

YouthBuild Charter School of California
611 Wilshire Blvd., Ste. 303
Los Angeles, CA 90017-4806

Phone: (213) 741-2600
Email: rcuevas@youthbuildcharter.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Inyo County Office of Education
Phone Number	(760) 873-3262
Superintendent	Simpson, Barry
Email Address	bsimpson@inyocoe.org
Website	www.inyocoe.org

School Contact Information (School Year 2023–24)

School Name	YouthBuild Charter School of California
Street	611 Wilshire Blvd., Ste. 303
City, State, Zip	Los Angeles, CA , 90017-4806
Phone Number	(213) 741-2600
Principal	Dr. Rudy Cuevas
Email Address	rcuevas@youthbuildcharter.org
Website	www.youthbuildcharter.org
County-District-School (CDS) Code	14101400117994

Last updated: 1/30/24

School Description and Mission Statement (School Year 2023–24)

YouthBuild Charter School of California (YCSC) is a WASC-accredited project-based high school serving young people ages 16-24 who previously left or were pushed out of the traditional school system without a diploma. We work with local YouthBuild programs to provide students with vocational training, counseling, leadership development, post-secondary readiness, and an authentic education leading to a high school diploma. YCSC has sixteen school sites and serves around 1,500 students a year. As of 2023, over 5,200 young people have graduated from YouthBuild Charter School of California.

The mission of YouthBuild Charter School of California is to cultivate collaborative learning communities in which every student has the right to an authentic education, plays a meaningful role in creating positive social change, and becomes an active participant in working towards just conditions for all. Our vision is that all young people, regardless of their circumstances, have access to an education that will prepare them to counter social inequities and realize their full potential. Our school respects the power of young people to transform themselves and become leaders in their

communities. Our school is a haven of trust and respect for all stakeholders, where students can prepare for success in careers, post-secondary education and life.

Last updated: 1/30/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	156
Grade 10	175
Grade 11	241
Grade 12	211
Total Enrollment	783
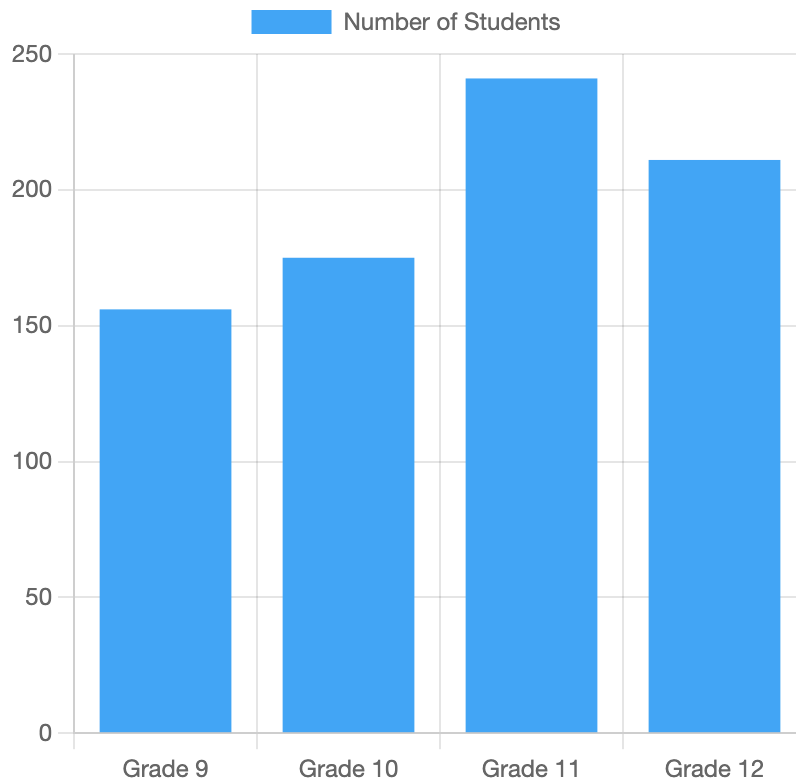
Last updated: 1/30/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	47.50%
Male	52.30%
Non-Binary	0.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	13.90%
Foster Youth	3.00%
Homeless	12.60%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.40%
Asian	0.70%
Black or African American	15.60%
Filipino	0.00%
Hispanic or Latino	78.00%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	1.30%
White	2.50%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disavantaged	94.30%
Students with Disabilities	11.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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)	19.60	51.44%	26.70	45.90%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	1.72%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	14.50	38.03%	18.30	31.46%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	4.19%	8.50	14.68%	12115.80	4.41%
Unknown/Incomplete/NA	2.40	6.31%	3.60	6.20%	18854.30	6.86%
Total Teaching Positions	38.10	100.00%	58.20	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.

Last updated: 1/30/24

Teacher Preparation and Placement (School Year 2021–22)

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)	19.60	49.82%	30.90	48.88%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	1.58%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	13.80	35.17%	16.80	26.68%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.80	12.21%	12.60	19.98%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	2.77%	1.70	2.83%	15831.90	5.67%
Total Teaching Positions	39.30	100.00%	63.20	100.00%	279044.80	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.

Last updated: 1/30/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	14.50	13.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	14.50	13.80

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00
Local Assignment Options	1.40	4.80
Total Out-of-Field Teachers	1.60	4.80

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	41.90%	39.4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.10%	2.8%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: September 2023

YCSC is a project-based learning school with primary resources and secondary resources regularly utilized in instruction.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0
Mathematics			0
Science			0
History-Social Science			0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

School Facility Conditions and Planned Improvements

Instances Where Facilities Do Not Meet the "Good Repair" Standard (including Deficiencies and Extreme Deficiencies): 0

Last updated: 1/30/24

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: September 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2023

Overall Rating	Good

Last updated: 1/30/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
       2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
       3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	7%	6%	8%	9%	47%	46%
Mathematics (grades 3-8 and 11)	0%	1%	1%	1%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/30/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	332	116	34.94%	65.06%	6.03%
Female	161	49	30.43%	69.57%	10.20%
Male	171	67	39.18%	60.82%	2.99%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	54	24	44.44%	55.56%	0.00%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	258	80	31.01%	68.99%	6.25%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	14	25.00%	75.00%	7.14%
Foster Youth	--	--	--	--	--
Homeless	23	8	34.78%	65.22%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	254	93	36.61%	63.39%	5.38%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	34	13	38.24%	61.76%	0.00%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/30/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	333	111	33.33%	66.67%	0.90%
Female	162	47	29.01%	70.99%	0.00%
Male	171	64	37.43%	62.57%	1.56%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	54	23	42.59%	57.41%	0.00%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	259	78	30.12%	69.88%	1.28%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	12	21.43%	78.57%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	23	8	34.78%	65.22%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	254	88	34.65%	65.35%	1.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	34	13	38.24%	61.76%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	7.50%	8.00%	--		29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/30/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	50	50.00%	50.00%	8.00%
Female	45	23	51.11%	48.89%	4.35%
Male	55	27	49.09%	50.91%	11.11%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	18	8	44.44%	55.56%	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	75	38	50.67%	49.33%	10.53%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	4	33.33%	66.67%	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	79	39	49.37%	50.63%	10.26%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Construction and Hospitality & Culinary Arts CTE tracks were piloted in 2022-23, and additional CTE courses will be fully implemented in 2023-24

Last updated: 1/30/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	157
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	109
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/30/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	7.06%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/30/24

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

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

YCSC does not require the Physical Fitness test as it does not offer Physical Education as a graduation requirement.

Grade	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
9					

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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

Opportunities for Parental Involvement (School Year 2023–24)

Parents are involved through LCAP surveys, community action projects, attendance at program partner event, DELAC and Community Schools Local Advisory Boards.

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)

We are a DASS school that works primarily with former high school dropouts. Our students are highly mobile and credit deficient. The majority of our students are over the age of 18 and are not required to be enrolled in school. As a result, the State Board of Education has approved a Grade 12 graduation rate for DASS schools, which was developed with stakeholder input and the California Advisory Task Force for Alternative Schools. Our one-year cohort graduation rates are as follows:

2019-20: 68.37%

2020-21: 70.95%

2021-22: 77.72%

2022-23: 76.3%

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	43.5%	52.5%	33.8%	39.8%	45.1%	31.3%	9.4%	7.8%	8.2%
Graduation Rate	23.6%	18.9%	29.0%	26.3%	24.9%	36.3%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
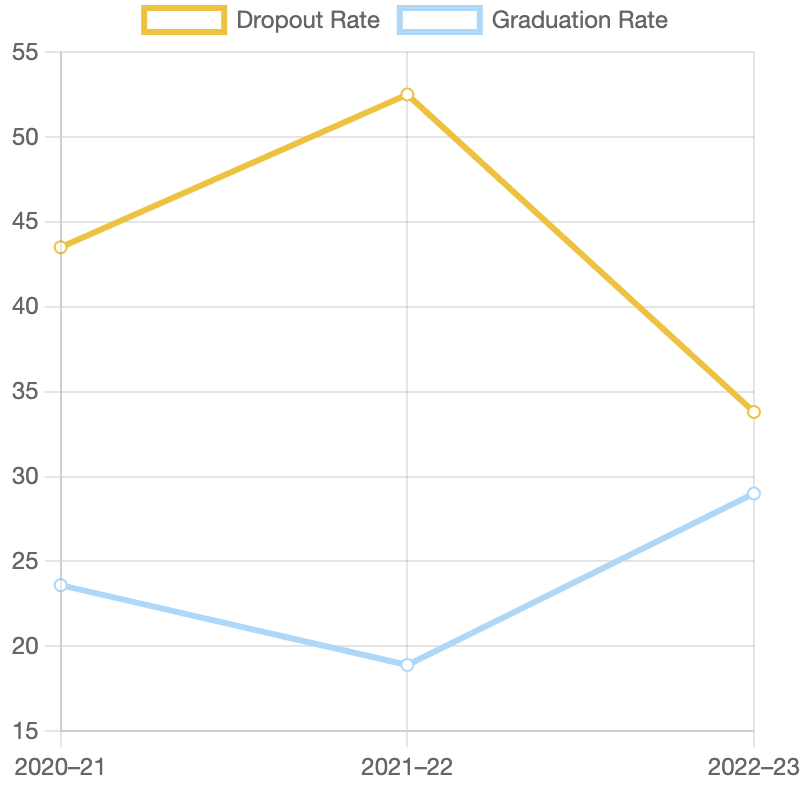
Last updated: 1/30/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	207	60	29.0%
Female	96	31	32.3%
Male	111	29	26.1%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00%
Black or African American	47	10	21.3%
Filipino	0	0	0.00%
Hispanic or Latino	145	45	31.0%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	33	11	33.3%
Foster Youth	15	5	33.3%
Homeless	35	6	17.1%
Socioeconomically Disadvantaged	198	57	28.8%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	30	7	23.3%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/30/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1399	1158	970	83.8%
Female	660	553	468	84.6%
Male	738	604	501	82.9%
Non-Binary	1	1	1	100.0%
American Indian or Alaska Native	12	8	8	100.0%
Asian	8	8	7	87.5%
Black or African American	263	206	186	90.3%
Filipino	0	0	0	0.0%
Hispanic or Latino	1046	880	720	81.8%
Native Hawaiian or Pacific Islander	1	1	1	100.0%
Two or More Races	20	15	12	80.0%
White	34	27	24	88.9%
English Learners	224	187	151	80.7%
Foster Youth	39	33	31	93.9%
Homeless	106	101	90	89.1%
Socioeconomically Disadvantaged	1070	933	789	84.6%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	165	142	120	84.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.00%	0.25%	0.28%	0.27%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/30/24

School Safety Plan (School Year 2023–24)

YCSC has each of its 16 sites complete their own School Safety Plan in collaboration with their non-profit partner using a school created template. The safety plans and templates were last reviewed in August 2023. A Table of Contents for the Safety Plan is as follows:

Table of Contents

(A ? indicates sections where you will need to fill in information or complete a form)

Last updated: 1/30/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12.00	35	3	3
Mathematics	13.00	41	4	3
Science	11.00	37	4	2
Social Science	12.00	59	6	5

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.00	61	0	0
Mathematics	7.00	61	0	0
Science	6.00	68	0	0
Social Science	7.00	112	1	0

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.00	50	2	1
Mathematics	9.00	40	0	0
Science	9.00	36	0	0
Social Science	10.00	73	3	0

* 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.

Last updated: 1/30/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	58

* 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.

Last updated: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	10.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	2.00
Nurse	0.00

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	7.00

* 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.

Last updated: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16897.00	$0.00	$16897.00	$77848.00
District	N/A	N/A	$16897.00	$77848.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	75.84%	12.81%

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

Last updated: 1/31/24

**Types of Services Funded (Fiscal Year 2022–23)**

YCSC funds a variety of student support services, including Community Schools, CTE, LCSWs for crisis intervention, school-wide MSW counseling interns, MTSS Implementation, workforce development training, college and career exploration, field trips and college visits, leadership development, social wrap-around services, NSLP, free public transportation, foster/homeless student support services and more?

Last updated: 1/31/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$56135.00	$0.00
Mid-Range Teacher Salary	$77988.00	$0.00
Highest Teacher Salary	$95396.00	$0.00
Average Principal Salary (Elementary)	--	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$153082.00	$0.00
Superintendent Salary	$207754.00	$0.00
Percent of Budget for Teacher Salaries	31.25%	0.00%
Percent of Budget for Administrative Salaries	6.25%	0.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
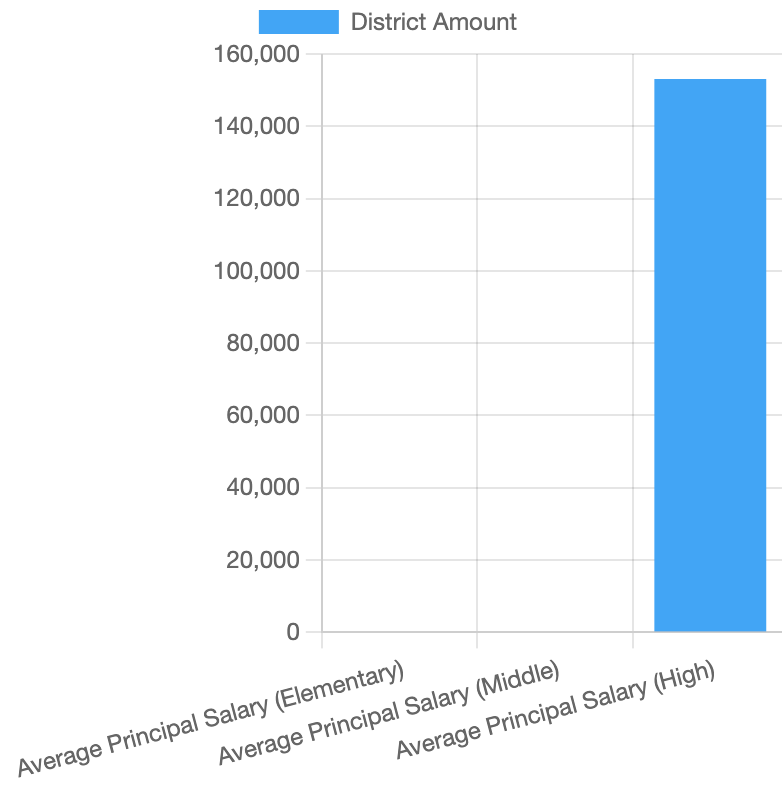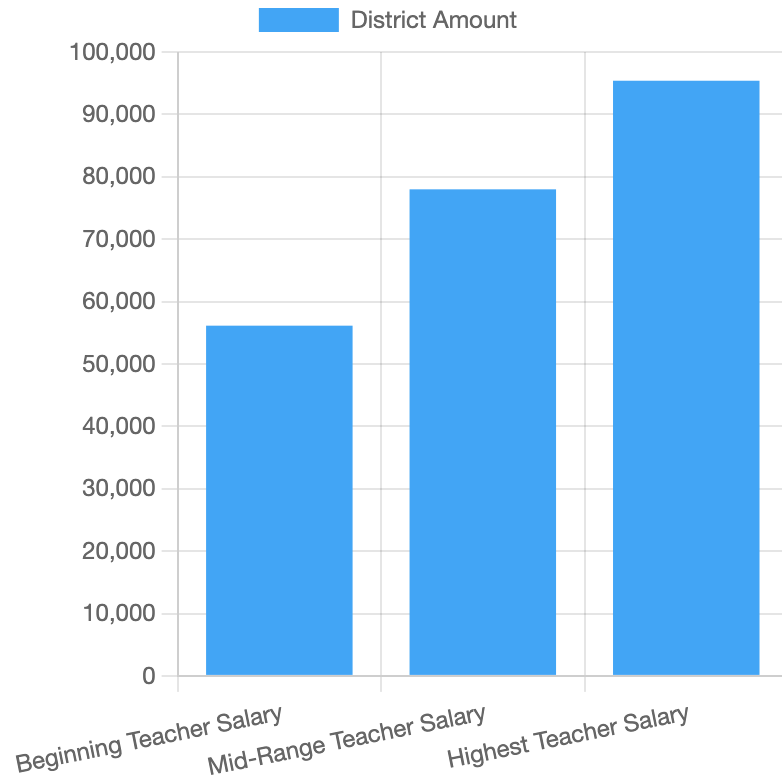
Last updated: 1/31/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

Last updated: 1/31/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	31	31	31

Last updated: 1/30/24