

**Albert Powell Continuation**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School Year**  
**California Department of Education**

<b>Address:</b>	1875 Clark Ave. Yuba City, CA , 95991-1274	<b>Principal:</b>	Chris Renzullo, Principal
<b>Phone:</b>	(530) 822-5210	<b>Grade Span:</b>	10-12

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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard

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

## Internet Access

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

## Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

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# About This School

## Chris Renzullo, Principal

📍 Principal, Albert Powell Continuation

### About Our School

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It is my privilege to be the principal of Albert Powell High School. It is our mission to provide the students of our community with an alternative method to reach their goal of earning a high school diploma. AP is a place for those students who need a change of pace or their education delivered in an alternative way. Our standards and curriculum are the same as those of the comprehensive high schools, and our diploma is of equal value. Where we differ is in the delivery of instruction and the opportunity to prove mastery of the curriculum. Students can work at their own pace, allowing them to complete credits at an accelerated pace and close their credit deficiency quickly.

The staff at Albert Powell prides itself on the relationships we build with our students. We utilize Positive Behavior Intervention and Supports (PBIS), a program that recognizes and rewards positive and appropriate behavior, rather than punishing misbehavior. This helps to create a family culture here at AP, which is noticeable the moment anyone steps on our campus.

We provide a safe and respectful atmosphere on our campus that allows students to flourish academically, socially, and emotionally. Our goal is to support all students in their efforts to earn a high school diploma. We will do whatever it takes.

I am proud to be an Albert Powell Eagle. Welcome to Albert Powell High School.

### Contact

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Albert Powell Continuation  
1875 Clark Ave.  
Yuba City, CA 95991-1274

Phone: [\(530\) 822-5210](tel:(530)822-5210)

Email: [dosumi@ycusd.org](mailto:dosumi@ycusd.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	Yuba City Unified
<b>Phone Number</b>	(530) 822-5200
<b>Superintendent</b>	Osumi, Doreen
<b>Email Address</b>	<a href="mailto:dosumi@ycusd.org">dosumi@ycusd.org</a>
<b>Website</b>	<a href="http://www.ycusd.k12.ca.us">www.ycusd.k12.ca.us</a>

### School Contact Information (School Year 2025–26)

<b>School Name</b>	Albert Powell Continuation
<b>Street</b>	1875 Clark Ave.
<b>City, State, Zip</b>	Yuba City, CA , 95991-1274
<b>Phone Number</b>	(530) 822-5210
<b>Principal</b>	Chris Renzullo, Principal
<b>Email Address</b>	<a href="mailto:crenzullo@ycusd.org">crenzullo@ycusd.org</a>
<b>Website</b>	<a href="http://aphs.ycusd.k12.ca.us/">http://aphs.ycusd.k12.ca.us/</a>
<b>Grade Span</b>	10-12
<b>County-District-School (CDS) Code</b>	51714645130018

## School Description and Mission Statement (School Year 2025–26)

Albert Powell High School (APHS) is the continuation high school for the Yuba City Unified School District. The school was specially designed and built in 1986 to provide alternative education to high school students ages 16 and older. It is located in a middle-class neighborhood in the northern part of Yuba City. There is a city recreation park that borders the campus that is accessed for PE and recreation. The majority of students are bussed to school. Eighty percent of our students qualify for free or reduced lunch, but that number is likely even higher in actuality. Many students are lacking even the most basic of services, including housing, food, and clothing. The staff works diligently to connect students to resources that benefit students and provide for their needs to enable the learning process to take place. This process includes partnering with local community resources, including churches, food banks, and government programs. The school has started its own clothing closet for students and families that is managed by students and staff. Students are afforded the opportunity to join clubs, sports teams, volunteer opportunities, and student leadership while they attend Albert Powell. As a staff, we encourage students to participate in extracurricular activities that they typically miss out on in a larger, comprehensive setting. We even host our own Prom on

campus so that students can experience one of the rites of passage that is typically offered only at comprehensive high schools.

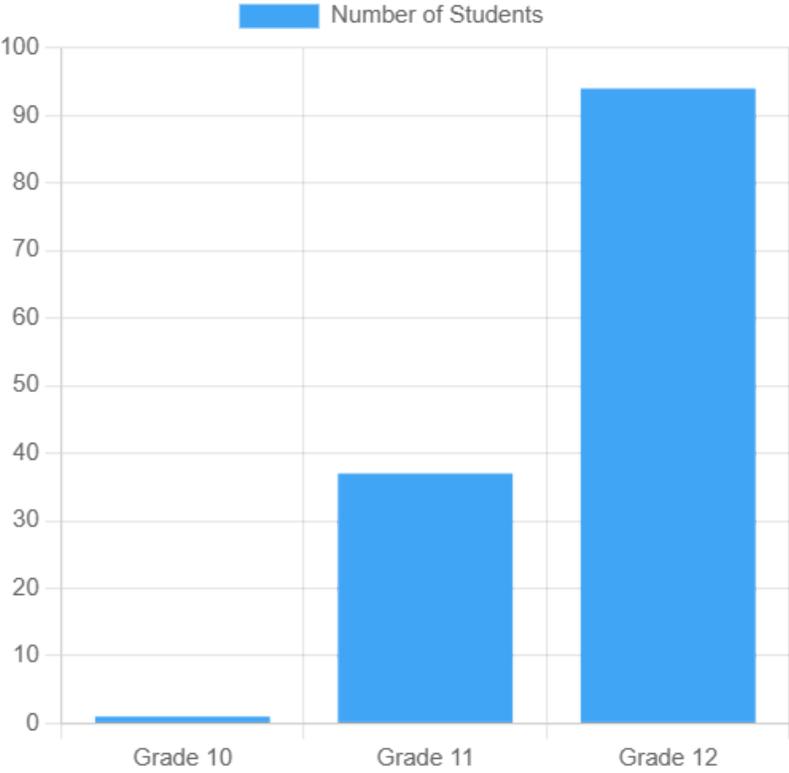
As a school staff, we are committed to the following:

1. Promoting student confidence in the ability to fulfill their unique potential (intellectually, socially, and emotionally).
2. Educating students to use critical thinking and problem-solving skills.
3. Helping students develop respect, tolerance, awareness, and appreciation for diversity.
4. Preparing students to become ethical and responsible citizens, family members, and employees.
5. Providing a safe learning environment for all students, both physically and mentally.

In an effort to increase the graduation rate, Albert Powell will be carefully monitoring credit-earning on a quarterly basis to identify students who may be falling further behind with a variable credit-earning system for referral back to their home school and to acknowledge and reward those who are high credit earners. Last year, Albert Powell increased its graduation rate by ten percent. APHS has changed its schedule to include a "Bonus Friday" schedule every other Friday. This schedule builds in a thirty-minute "extra" period for students to get help in different classes, make up tests, or get intervention. APHS continues to offer summer school to seniors who fall a few credits short at the end of the school year, allowing them to continue earning credits and graduate "on time." Albert Powell will offer a 5th-year option to those seniors who miss the graduation requirements within four years, provided they have a reasonable opportunity to complete the graduation requirements with the extra time. This evaluation will take place for each student and will include attendance, past credit-earning, and school behavior. Albert Powell also collaborates with YCUSD and Yuba College to ensure that all students attending APHS have the opportunity to be prepared for college and/or career through dual enrollment.

### Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 10	1
Grade 11	37
Grade 12	94
Total Enrollment	132



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.50%
Male	50.00%
Non-Binary	1.50%
American Indian or Alaska Native	0.00%
Asian	3.00%
Black or African American	3.00%
Filipino	0.00%
Hispanic or Latino	65.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.80%
White	21.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	12.90%
Foster Youth	0.00%
Homeless	0.80%
Migrant	0.80%
Socioeconomically Disadvantaged	80.30%
Students with Disabilities	6.10%

## 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 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)	7.90	96.95%	560.20	88.36%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.10	2.07%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	14.30	2.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	3.05%	12.90	2.04%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	33.30	5.26%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>8.20</b>	<b>100.00%</b>	<b>634.00</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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.

## Teacher Preparation and Placement (School Year 2022–23)

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)	9.80	88.13%	542.90	88.28%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.80	1.44%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	21.10	3.44%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	11.79%	10.40	1.69%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	31.60	5.15%	14303.80	5.15%
Total Teaching Positions	11.20	100.00%	614.90	100.00%	277698.00	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.

## Teacher Preparation and Placement (School Year 2023–24)

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)	9.20	83.59%	527.40	85.20%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	14.00	2.26%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	28.20	4.57%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	16.41%	8.10	1.31%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	41.20	6.66%	13705.80	4.91%
Total Teaching Positions	11.00	100.00%	619.10	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	0.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.20	1.3	1.80
Total Out-of-Field Teachers	0.20	1.3	1.80

## Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: November 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature & Language Arts 3rd, 4th, & 5th Courses/Holt 2003	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 ALEKS/McGraw-Hill Education 2017	0
Science	Conceptual Physics/SAVVAS 2022 Prentice Hall Exploring Life Science 1992 Biology: The Web of Life/Addison Wesley 2000 Chemistry: Matter and Change/McGraw Hill 2017 Edmentum Courseware	0
History-Social Science	Economics: Concepts and Choices/McDougal 2014 Modern World History/McDougal 2012 Magruder's American Government/SAVVAS 2019 World Geography and Cultures/Glencoe 2012 The Americans: Reconstruction to the 21st Century/Holt McDougal 2014	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## **School Facility Conditions and Planned Improvements**

Yuba City Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Facilities uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District Office.

### 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: November 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Siding needs replacement in Room 5.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Front entry security is being reviewed. Solar will be added in 2026.

### Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Exemplary
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## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	28%	26%	40%	40%	47%	48%
Mathematics (grades 3-8 and 11)	1%	1%	26%	27%	35%	37%

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 Assessments 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.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	80	80	100.00%	0.00%	26.25%
Female	36	36	100.00%	0.00%	22.22%
Male	43	43	100.00%	0.00%	30.23%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	57	57	100.00%	0.00%	24.56%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	13	13	100.00%	0.00%	30.77%
English Learners	13	13	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	74	100.00%	0.00%	25.68%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

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Note: The number of students tested includes all students who participated in the test whether they received a

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**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	80	80	100.00%	0.00%	1.25%
Female	36	36	100.00%	0.00%	2.78%
Male	43	43	100.00%	0.00%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	57	57	100.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	13	13	100.00%	0.00%	0.00%
English Learners	13	13	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	74	100.00%	0.00%	1.35%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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

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

<b>Subject</b>	<b>School 2023–24</b>	<b>School 2024–25</b>	<b>District 2023–24</b>	<b>District 2024–25</b>	<b>State 2023–24</b>	<b>State 2024–25</b>
Science (grades 5, 8, and high school)	2.01%	5.00%	22.86%	22.23%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	160	160	100.00%	0.00%	5.00%
Female	77	77	100.00%	0.00%	6.49%
Male	81	81	100.00%	0.00%	3.70%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	111	100.00%	0.00%	3.60%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	30	30	100.00%	0.00%	3.33%
English Learners	22	22	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	138	138	100.00%	0.00%	3.62%
Students Receiving Migrant Education Services	--	--	--	--	--
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.

**Career Technical Education (CTE) Programs (School Year 2024–25)**

Starting this school year, APHS has introduced Career Exploration classes using the Paxton Patterson curriculum. Students are able to explore potential career paths including welding, cosmetology, childhood education, plumbing and electrical services, culinary arts and many more. Students who want to explore further in specific CTE fields are able to co-enroll in programs at either of the two comprehensive high schools in YCUSD. Moreover, efforts continue to ensure that all students will be prepared for college and/or career through dual enrollment with Yuba College. YCUSD’s primary representative for CTE is Ms. Danielle Young, [dyoung@ycusd.org](mailto:dyoung@ycusd.org).

**Career Technical Education (CTE) Participation (School Year 2024–25)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	52
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

<b>UC/CSU Course Course Measure</b>	<b>Percent</b>
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**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

## 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 2025–26)

Contact Person Name: Chris Renzullo

Contact Person Phone Number: (530) 822-5210

The Principal meets individually with each parent and student before enrollment to review the school's expectations and current credit status. Albert Powell High School provides a School-Parent Compact that outlines the opportunities and expectations for parental involvement and the school's responsibilities for ensuring a high-quality curriculum in a supportive and effective learning environment. This contract is signed and reviewed during the enrollment interview. Then, students are enrolled in an orientation course, "Student Success," that provides goal setting, academic planning, a career interest survey, social and emotional support, and stress management with the counselor.

Parents are encouraged to monitor their child's progress by ensuring they attend school regularly and consistently. The attendance clerk makes a personal phone call home if the student misses school. The autodialer and email supplement these personal phone calls, and are used consistently to bolster parent/school communication. In addition, our marquee offers current and relevant information about school events in order to keep parents involved and informed. APHS also has parent representatives who are involved with the School Site Council.

Albert Powell and the Principal maintain an open-door policy. Parents are encouraged to come to school anytime to meet with the staff to discuss their child's progress. Parents are also encouraged to visit the school during instructional hours, at their convenience (all parents will be asked to follow visitor guidelines by signing in at the front office.) The school also hosts events in the evening (one per semester) to encourage parents and other supportive adults to come tour the campus and meet the staff. We firmly believe that relationships come first.

### State Priority: Pupil Engagement

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

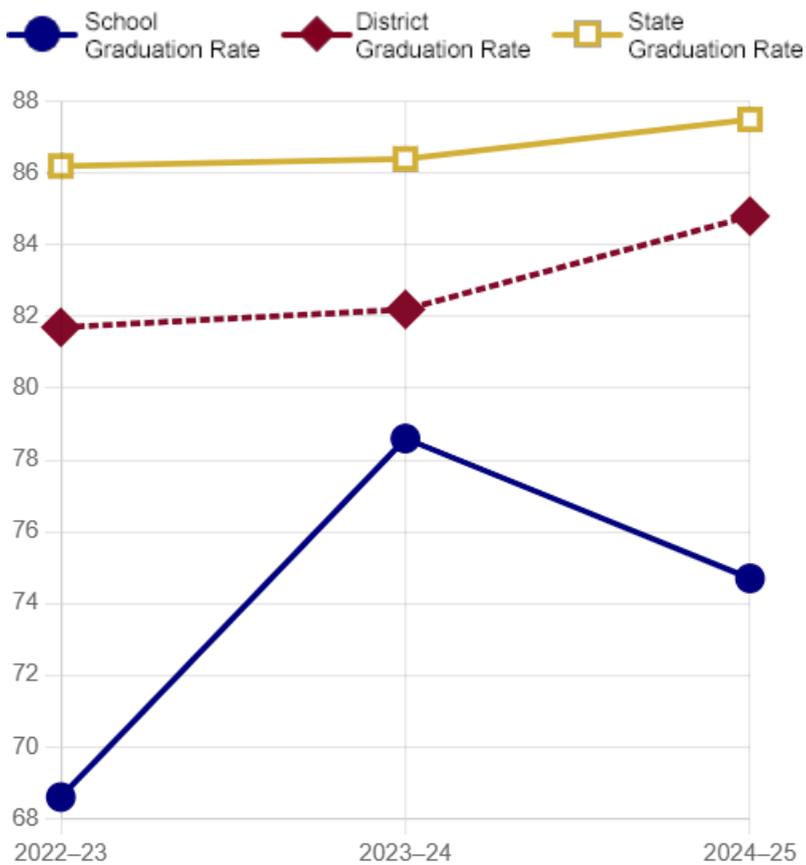
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

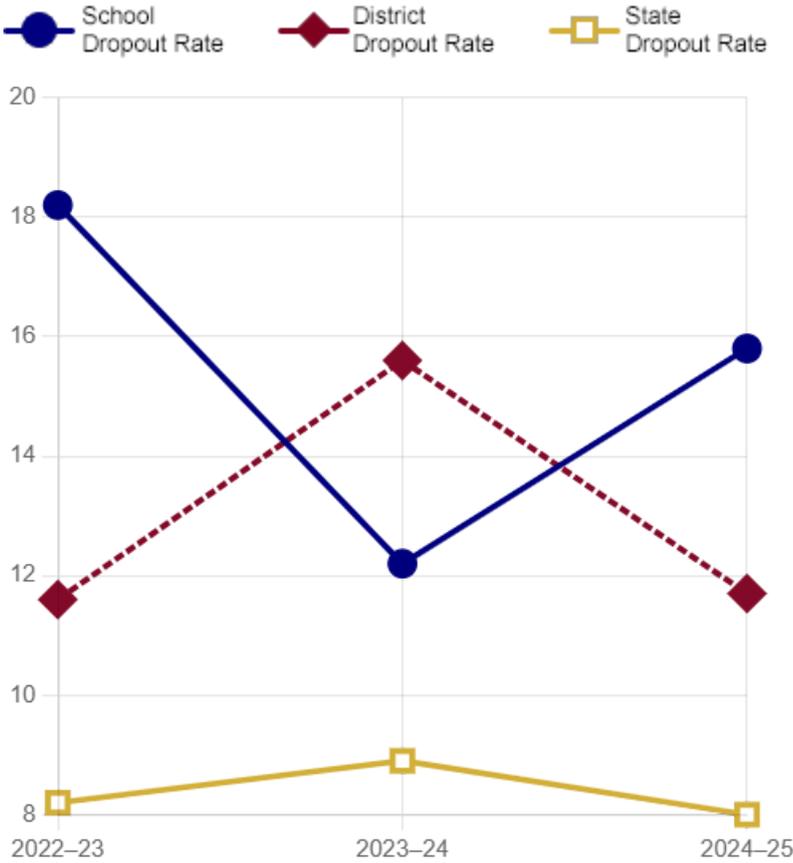
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	68.6%	78.6%	74.7%	81.7%	82.2%	84.8%	86.2%	86.4%	87.5%
Dropout Rate	18.2%	12.2%	15.8%	11.6%	15.6%	11.7%	8.2%	8.9%	8.0%

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

#### Graduation Rates



Dropout Rates



**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	95	71	74.7%
Female	44	34	77.3%
Male	50	36	72.0%
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	61	45	73.8%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	21	15	71.4%
English Learners	22	15	68.2%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	87	64	73.6%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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.

**Chronic Absenteeism by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	225	215	111	51.6%
Female	104	99	54	54.5%
Male	119	114	57	50.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	155	150	70	46.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	8	72.7%
White	43	39	23	59.0%
English Learners	35	35	14	40.0%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	201	192	99	51.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	17	16	10	62.5%

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.

## 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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	6.34	3.50	2.67	6.14	4.80	6.28	3.60	3.28	2.94
Expulsions	0.70	0.43	0.00	0.14	0.18	0.18	0.08	0.07	0.06

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.

### Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.67%	0.00%
Female	1.92%	0.00%
Male	3.36%	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	1.94%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.33%	0.00%
English Learners	5.71%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.99%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.88%	0.00%

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.

## School Safety Plan (School Year 2025–26)

The safety of students and staff is a top priority at Albert Powell High School. Student surveys continually reveal that students at Albert Powell feel more connected to our school than their counterparts at the other comprehensive high schools. In addition, a much higher percentage of students report feeling "safe" at school once on Albert Powell's campus.

The School Site Safety plan is updated annually with recommendations by the district and district consultants. A key element of the Safety Plan includes the intruder alarm process. The school always complies with all laws, rules, and regulations about hazardous materials and state earthquake standards. The school's disaster preparedness plan includes ensuring student and staff safety during emergencies. Fire, earthquake, and lockdown drills are conducted regularly, at least once per semester, throughout the school year. The annual fire inspection, completed in November of 2023, reveals zero (0) violations and one maintenance concern. The Safety Plan was reviewed in October of 2025 with Incident Command System for Schools (ICS4 Schools). The plan was reviewed with the School Site Council and approved on December 7, 2024. Fire and evacuation drills are routinely practiced. A complete copy of the plan is in the front office and on file at the YCUSD District Office.

Teachers and staff supervise students throughout the day. A full-time campus supervisor assists with on-site supervision and monitoring of students during the school day. Staff are assigned to supervise and monitor during nutritional breaks. The School Resource Officer (YCPD) and Sutter County Probation are always on-call.

All visitors must check in at the main office and receive a visitor's badge on a lanyard that must be displayed at all times while on campus. Regular visitors from community agencies may wear their work badges instead of a visitor's pass. A designated student drop-off and pickup area is in front of the school.

## 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 (Secondary) (School Year 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts	5.00	34	0	0
Mathematics	4.00	31	0	0
Science	4.00	26	0	0
Social Science	4.00	51	0	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 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts	3.00	38		
Mathematics	3.00	34		
Science	2.00	31		
Social Science	2.00	55		

\* 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 2024–25)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	3.00	47		
Mathematics	4.00	29		
Science	3.00	28		
Social Science	3.00	36		

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

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	124

\* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

**Student Support Services Staff (School Year 2024–25)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	1.00

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$23140.00	\$3750.00	\$19390.00	\$102834.00
District	N/A	N/A	\$13129.00	\$92260.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$103743.00
Percent Difference – School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2024–25)**

Yuba City Unified School District spent an average of \$19,054.14 to educate students (based on 2024-25 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2024-25 school year, the district received approximately \$5,618.84 per student in state and federal funding for the following categorical, special education, and support programs.

A-G Grant
Arts, Music, & Instructional Material
CSEPD Block Grant
CSI
Donations
Educator Effectiveness Block Grant
Ethnic Studies
LCFF Equity Multiplier
Learning Recovery Emergency Block Grant
Lottery
Medi-Cal Billing Option
Medi-Cal SELPA
Prop 28 Arts & Music in Schools
Sp Ed AB-602
Sp Ed IDEA Basic
Sp Ed Low Incidence
Sp Ed Transportation
Title I
Title II Teacher Quality

Title II Teacher Quality

Title III, LEP

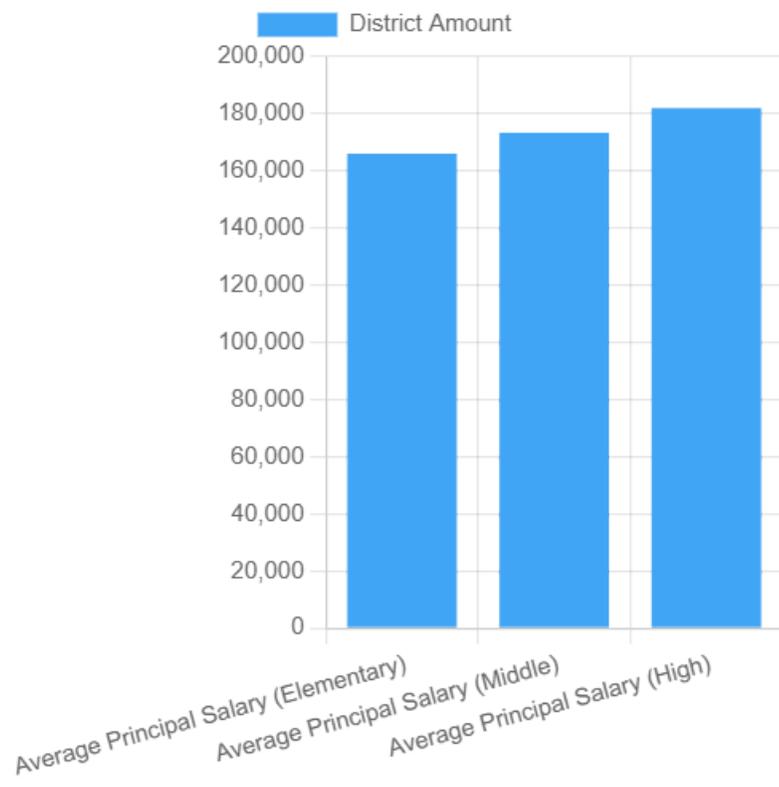
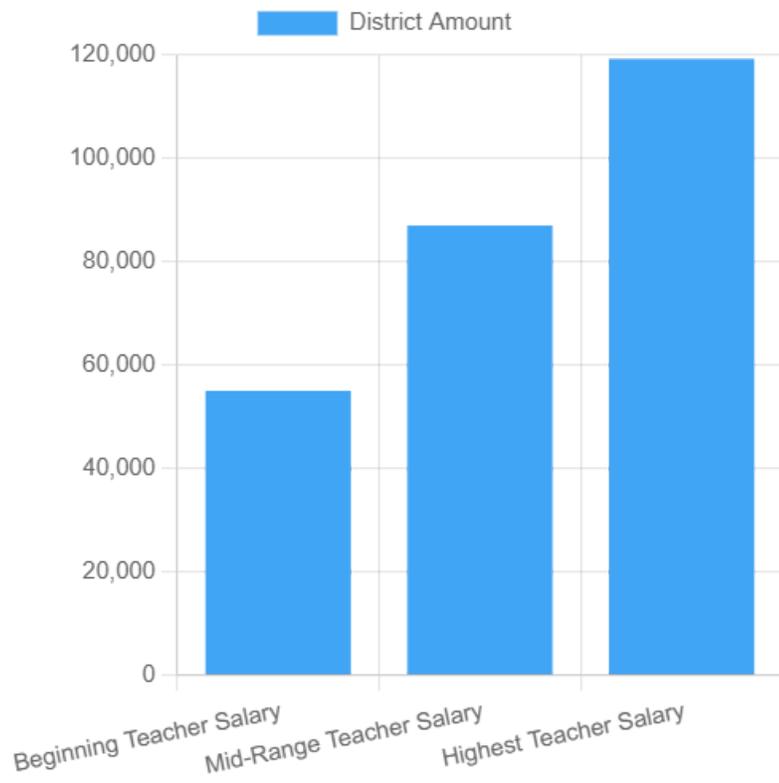
Title IV

TUPE

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$55029.00	\$62783.30
Mid-Range Teacher Salary	\$87032.00	\$97783.34
Highest Teacher Salary	\$119269.00	\$128020.33
Average Principal Salary (Elementary)	\$166033.00	\$160224.36
Average Principal Salary (Middle)	\$173335.00	\$166991.85
Average Principal Salary (High)	\$181996.00	\$180970.82
Superintendent Salary	\$237539.00	\$313465.36
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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



## Advanced Placement (AP) Courses (School Year 2024–25)

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.

## Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12