

Executive Summary School Accountability Report Card, 2011–12

For Twin Rivers Charter

Address: 840 Cooper Ave., Yuba City, CA, 95991-3849

Phone: (530) 755-2872

Principal: Bob Loretelli, Principal

Grade Span: K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal.

About This School



Teaching and learning through exploration.

Technology:

The technology vision of Twin Rivers Charter School is to assure that learners can adapt to the 21st century through the access and utilization of technology. Through the use of current and cutting edge technology we strive to prepare today's student for tomorrow's advanced technological opportunities and challenges.

Believe...

We believe that every child can learn.

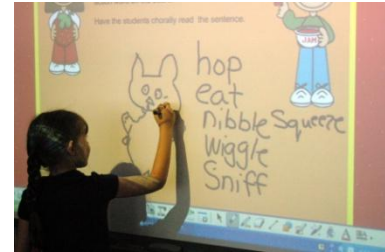
We believe in hands-on learning and instruction.

Achieve...

We are committed to achieving excellence in education. We will assist our students to achieve their personal best in both academic and social growth.

Succeed!

We know that education is the key to success. We will provide our students with challenging standards-based lessons that will prepare them for academic and social success in the future.



Students, staff, parents, and the entire community share in the responsibility of creating a positive learning environment that empowers all students to reach their fullest potential academically, socially, and emotionally. At TRCS, we are dedicated to providing an equitable, high-quality education that meets the needs of each individual child.

Student Enrollment

Group	Enrollment
Number of students	333
Black or African American	2%
American Indian or Alaska Native	5%
Asian	2%
Filipino	0%
Hispanic or Latino	20%
Native Hawaiian or Pacific Islander	0%
White	65%
Two or More Races	2%
Declined to State	4%

Teachers

Indicator	Teachers
Teachers with full credential	15
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Missed assignments of Teachers of English Learners	0
Total Teacher Missed assignment	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	86%
Mathematics	76%
Science	40%
History-Social Science	67%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	899
Statewide Rank (from 2011 Base API Report)	8
Met All 2012 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 16 of 17
2012–13 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The following is a list of items inspected:

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)

- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)

- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)

- **Electrical:** Electrical Systems (interior and exterior)

- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)

- **Structural:** Structural Condition, Roofs



- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,513
District	\$5,513
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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 Web page 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

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.

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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Twin Rivers Charter	District Name	Twin Rivers Charter School
Street	840 Cooper Ave.	Phone Number	(530) 755-2872
City, State, Zip	Yuba City, CA, 95991-3849	Web Site	www.twinrcs.org
Phone Number	(530) 755-2872	Superintendent	Bob Loretelli
Principal	Bob Loretelli, Principal	E-mail Address	bloretelli@twinrcs.org
E-mail Address	bloretelli@twinrcs.org	CDS Code	51714640107318

School Description and Mission Statement (School Year 2011–12)

Charter schools are independent public schools with rigorous curriculum programs and unique educational approaches. In exchange for operational freedom and flexibility, charter schools are subject to higher levels of accountability than traditional public schools. Charter schools, which are tuition-free and open to all students, offer quality and choice in the public education system. Charter schools are established for many purposes, one of which may suit the educational needs and goals of your child:



*Encourage the use of different and innovative teaching methods.

*Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

*Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Mission:

Twin Rivers Charter School students' educational achievements shall greatly *exceed* state minimums, creating an environment that others will *desire* to emulate.

Opportunities for Parental Involvement (School Year 2011–12)



As a parent, or an adult who plays an important role in the life of a child, your involvement in your child's education, at school and at home, demonstrates to your child that you value education. Only you can provide teachers with the most reliable source of information about your child. The partnership between you and your child's teacher is powerful.

There is a wealth of educational research to show that when parents or family members are involved at school in the education of their child, the child's success in school dramatically increases. In addition, TRCS seeks to create a school environment that invites family participation and involvement and that works as a community united in a common purpose. In order to create a strong school community where every child can reach his or her fullest potential, each family must be involved at the school.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	41	Grade 8	22
Grade 1	44	Ungraded Elementary	0
Grade 2	42	Grade 9	0
Grade 3	50	Grade 10	0
Grade 4	48	Grade 11	0
Grade 5	27	Grade 12	0
Grade 6	30	Ungraded Secondary	0
Grade 7	29	Total Enrollment	333

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	2%
American Indian or Alaska Native	5%
Asian	2%
Filipino	0%

Hispanic or Latino	20%
Native Hawaiian or Pacific Islander	0%
White	65%
Two or More Races	2%
Declined to State	4%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	2	0	0	21.0	2	0	0	20.5	2	0	0
1	19	2	0	0	19.5	2	0	0	22.0	2	0	0
2	21.0	2	0	0	21.0	2	0	0	21.0	2	0	0
3	23.5	0	1	0	23.5	0	2	0	25.0	0	2	0
4	23.0	0	1	0	23.0	0	1	0	24.0	0	2	0
5	27.0	0	1	0	27.0	0	1	0	27.0	0	1	0
6	30.0	0	1	0	30.0	0	1	0	30.0	0	1	0

Other

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.0	0	2	0	30.0	0	2	0	30.0	0	2	0
Mathematics	30.0	0	2	0	30.0	0	2	0	30.0	0	2	0
Science	30.0	0	2	0	30.0	0	2	0	30.0	0	2	0
Social Science												

* 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.

III. School Climate

Suspensions and Expulsions

Rate*	School 2009-10	School 2010-11	School 2011-12	District 2009-10	District 2010-11	District 2011-12
Suspensions	0.18	0.22	0.17	0.18	0.22	0.17
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

Twin Rivers Charter School is committed to providing students with a safe, clean, and well-maintained facility in which to learn and play. Sufficient custodial time is available to keep buildings and school grounds clean and well maintained. Currently TRCS employs a full-time custodian and a part-time night custodian.

School Facility Good Repair Status (School Year 2012-13)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	Good	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Replaced Bulbs and fixed lighting Summer of 2012
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	Painted Exterior Doors, Cleaned Windows, Added Play Structures, Reconstructed entire Playground Summer of 2012
Overall Rating	Exemplary	

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009-10	School 2010-11	School 2011-12	District 2011-12
With Full Credential	13	14	15	15
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
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 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	1	
Other	1	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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 instructional 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: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	CA Treasures Macmillan/McGraw Hill(K-5)	2010	0
Reading/Language Arts	Holt Literature and Language Arts (6-8)	2008	0
Mathematics	Envision Scott Foresman(K-5)	2009	0
Mathematics	McDougal Littell (6-8)	2010	0
Science	Pearson Scott Foresman (K-5)	2011	0
Science	McGraw-Hill/Glencoe Science (6-8)	2006	0

History-Social Science	Pearson Scott Foresman (K-5)	2011	0
History-Social Science	Prentice Hall, TCI (6-8)	2005	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,122	\$609	\$5,513	\$55,577
District			\$5,513	\$55,577
Percent Difference – School Site and District			N/A	N/A
State			\$5,455	\$57,019
Percent Difference – School Site and State			1%	-3%

Note: Cells shaded in black do not require data.

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 2011–12)

In addition to general state funding, TRCS receives state and federal funding for the following categorical funds and other support programs: Title I, Title II-Part A, School Safety & Violence, EIA, Lottery, Class Size Reduction, Facility reimbursement, and Art and Music Block Grant.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,605	\$40,932
Mid-Range Teacher Salary	\$55,544	\$65,424
Highest Teacher Salary	\$70,979	\$84,596
Average Principal Salary (Elementary)	\$105,000	\$106,806
Average Principal Salary (Middle)	\$105,000	\$111,776
Average Principal Salary (High)	N/A	\$120,858
Superintendent Salary	\$105,000	\$204,089
Percent of Budget for Teacher Salaries	40.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	69%	63%	86%	53%	56%	58%	52%	54%	56%
Mathematics	66%	74%	76%	51%	51%	52%	48%	50%	51%
Science	48%	51%	40%	55%	54%	57%	54%	57%	60%
History-Social Science	72%	75%	67%	40%	44%	43%	44%	48%	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%	57%	43%
All Students at the School	86%	76%	40%	67%
Male	88%	74%	41%	0%
Female	85%	77%	40%	54%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	82%	73%	25%	0%
Native Hawaiian or Pacific Islander				
White	88%	76%	47%	69%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	82%	72%	36%	57%
English Learners	79%	75%	0%	0%

Students with Disabilities	67%	43%	0%	0%
Students Receiving Migrant Education Services				

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 2011–12)

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
5	23.10%	30.80%	3.80%
7	25.00%	14.30%	10.70%
9	0.00%	0.00%	0.00%

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.

X. 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	2009	2010	2011
Statewide	6	8	8
Similar Schools	7	10	10

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	54	3	42
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			42
Native Hawaiian or Pacific Islander			
White			36
Two or More Races			
Socioeconomically Disadvantaged	63	9	46

English Learners

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 – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	225	899	9,153	794	4,664,264	788
Black or African American	5		182	735	313,201	710
American Indian or Alaska Native	3		60	748	31,606	742
Asian	5		1,648	831	404,670	905
Filipino	0		66	843	124,824	869
Hispanic or Latino	77	884	3,542	756	2,425,230	740
Native Hawaiian or Pacific Islander	0		26	795	26,563	775

White	134	903	3,147	818	1,221,860	853
Two or More Races	0		419	808	88,428	849
Socioeconomically Disadvantaged	150	886	6,011	763	2,779,680	737
English Learners	20	869	2,745	730	1,530,297	716
Students with Disabilities	15	707	1,228	606	530,935	607

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 2011–12)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
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	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

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	Not in PI	Not In PI
First Year of Program Improvement		0
Year in Program Improvement		0
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		73.7%

Note: Cells shaded in black do not require data.

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/>. (Outside source)

Twin Rivers Charter

School Accountability Report Card, 2011-2012

Yuba City Unified

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org