

YUBA COUNTY BOARD OF EDUCATION

935 14th Street
Marysville, CA 95901

Agenda

January 10, 2024



Katharine Rosser

John Nicoletti, President

Marjorie Renicker

Desiree Hastey

Tracy Bishop, Vice President

Trustee Area 1

Trustee Area 2

Trustee Area 3

Trustee Area 4

Trustee Area 5



Rob Gregor
Yuba County Superintendent of Schools

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING
Wednesday, January 10, 2024 – 4:30p.m.
Yuba County One Stop, Beckwourth Room
1114 Yuba Street, Marysville, CA 95901

PUBLIC COMMENTS: Persons wishing to address the Board (Agenda Items and/or Non-Agenda Items) are requested to fill out a “Request to Speak” card before the start of the meeting and give it to the Secretary, Board President, or Superintendent. Individual speakers will be allowed five minutes to address the Board - fifteen minutes total time for public input on each item.

AGENDA

1. CALL TO ORDER, ATTENDANCE, AND PLEDGE OF ALLEGIANCE
2. PUBLIC COMMENTS

This item is being placed on the agenda to allow any member of the public to speak on agenda items and non-agenda items or to share information with the Board.

The California Government Code, Section 54954.2(a)(2) states, “No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3.”

3. APPROVAL OF AGENDA **ACTION ITEM**
4. CONSENT AGENDA **ACTION ITEM**
 - 4.1 APPROVAL OF DECEMBER 13, 2023, BOARD MINUTES – Pages 1-7
 - 4.2 APPROVAL OF 2024-2025 YCOE SPECIAL EDUCATION CALENDAR - Page 8

The above items are self-explanatory. All items on the Consent Agenda are considered a routine item or one that has been previously discussed. Any Board Member may request that an item be pulled for further discussion.

5. SUPERINTENDENT’S REPORT
 - 5.1 APPROVAL OF JOINT PROCLAMATION **ACTION ITEM**
SCHOOL BOARD RECOGNITION MONTH - Page 9
 - 5.2 THIS ITEM PROVIDES AN OPPORTUNITY FOR THE **INFORMATION ITEM**
SUPERINTENDENT/DIRECTORS/BOARD MEMBERS
TO SHARE VARIOUS ITEMS OF INTEREST
 - 5.3 QUARTERLY REPORT ON WILLIAMS UNIFORM **INFORMATION ITEM**
COMPLAINTS - Page 10
Rob Gregor

Superintendent Gregor will share the Quarterly Report on Williams Uniform Complaints for October 1, 2023 – December 31, 2023, 2nd Quarter, pursuant to Education Code §35186.

6. EDUCATIONAL SERVICES

- 6.1 SCHOOL ACCOUNTABILITY REPORT CARDS **INFORMATION ITEM**
Kristen Nottle-Powell & Bobbi Abold - Pages 11-73

Staff will share information compiled for the 2022-2023 SARC for Board information and review. School Accountability Report Cards are compiled per state requirements for Special Education and Alternative Education Programs operated by the Yuba County Office of Education.

- 6.2 CALIFORNIA SYSTEM OF SUPPORT OVERVIEW **INFORMATION ITEM**
AND YUBA COUNTY DIFFERENTIATED
ASSISTANCE ELIGIBILITY UPDATE – Pages 74-86
Bobbi Abold

California's accountability system is based on a multiple measures system that assess how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard. This update will provide information on the Yuba County School Districts that have been identified as being eligible for Differentiated Assistance for the 2022-23 school year.

- 6.3 ADOPTION OF ARTS, MUSIC, AND INSTRUCTIONAL **ACTION ITEM**
MATERIALS (AMIM) DISCRETIONARY BLOCK
GRANT PLAN - Pages 87-89
Bobbi Abold

The Arts, Music, & Instructional Materials Block Grant allocates \$3,560,885,000 to LEAs for five purposes: (1) obtaining standards-aligned professional development and instructional materials for specified subject areas; (2) obtaining professional development and instructional materials for improving school climate; (3) developing diverse, culturally relevant and multilingual school library book collections; (4) operational costs, including retirement and health care cost increases; and (5) COVID-19-related costs necessary to keep pupils and staff safe and schools open for in-person instruction. These funds are available for encumbrance through the 2025–26 fiscal year.

Recommend the Board adopt YCOE's Arts, Music, & Instructional Materials Block Grant plan as presented.

- 6.4 APPROVAL OF SCHOOL PLAN FOR STUDENT **ACTION ITEM**
ACHIEVEMENT- TITLE 1 PART A – THOMAS E.
MATHEWS COMMUNITY SCHOOL/HARRY P.B.
CARDEN COURT SCHOOL - Pages 90-144
Bobbi Abold

Per California Education Code EC 65000(b) a School Plan for Student Achievement (SPSA) is required for a school that operates a school wide categorical program funded through the Consolidated Application (Con App). The School Site Council (SSC) shall develop the content of the SPSA (ED

Section 64001(g)(1)). The SPSAs shall be reviewed and approved by the governing board of the local education agency (LEA).

Recommend the Board adopt the SPSA for 2023-2024 for Thomas E. Mathews/Harry P.B. Carden.

6.5 EDUCATIONAL SERVICES PROGRAM UPDATE **INFORMATION ITEM**
Bobbi Abold

Deputy Superintendent Bobbi Abold will share an update of the Educational Services Programs that are currently being offered to schools, districts, and the community in Yuba County.

7. FISCAL SERVICES

7.1 YUBA COUNTY OFFICE OF EDUCATION **ACTION ITEM**
SCHOOL ACCOUNT LETTER - Page 145
Aaron Thornsberry

The attached letter needs board approval to add new employees and remove former employees from the YCOE School bank account.

8. REAL PROPERTY NEGOTIATIONS

8.1 IDENTIFY NEGOTIATOR(S), THE PROPOERTY UNDER **ACTION ITEM**
NEGOTIATION, AND THE PERSON(S) WITH WHOM THE
NEGOTIATOR MAY NEGOTIATE

Before holding the closed session, the County Board shall hold an open and public session to identify its negotiator(s), the property under negotiation, and the person(s) with whom the negotiator may negotiate. For purposes of real property transactions, negotiators may include members of the County Board. (Government Code 54956.8)

8.2 CLOSED SESSION **ACTION ITEM**
CONFERENCE WITH REAL PROPERTY NEGOTIATORS
Government Code 54956.8
Property: APN 010061017000
COE negotiator: Rob Gregor
Negotiating parties: Amitoj Gill
Under negotiation: Price and Terms of Payment

9. ADVANCED PLANNING

9.1 NEXT REGULAR BOARD MEETING **INFORMATION/**
FEBRUARY 21, 2024 – 4:30P.M. **ACTION ITEM**
LOCATION: YUBA COUNTY ONE STOP,
BECKWOURTH ROOM, 1114 YUBA STREET,
MARYSVILLE, CA 95901

10. ADJOURN **ACTION ITEM**

**YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING MINUTES**

Wednesday, December 13, 2023 – 4:30pm

Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA 95901

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	Trustee Marjorie Renicker called a regular meeting of the Yuba County Board of Education to order at 4:30pm on December 13, 2023, at the Yuba County One Stop, Beckwourth room, 1114 Yuba Street, Marysville, CA.	CALLED TO ORDER: 4:30pm
ATTENDANCE, PLEDGE OF ALLEGIANCE	Present were Katharine Rosser, John Nicoletti, Marjorie Renicker, Desiree Hastey and Tracy Bishop. Superintendent Rob Gregor led the recital of the Pledge of Allegiance.	QUORUM PRESENT
2. PUBLIC COMMENTS	Shelby Rider, YCCEA Union President, gave an update on the MJUSD program transfer. She also spoke about her experience at the Rotary Luncheon and YCOE Winter Wonderland.	
3. APPROVAL OF AGENDA	Trustee Renicker directed Board members to the December 13, 2023, Agenda for their review and approval.	MOTION: To approve the December 13, 2023, Agenda as presented MOTION: Desiree Hastey SECOND: John Nicoletti Roll Call Vote: Katharine Rosser – Aye John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye MOTION APPROVED (5/0)
4. ANNUAL ORGANIZATIONAL MEETING	4.1 Confirm Time, Date, and Location of Regular Board Meetings Regular Board meetings will be held on the second Wednesday of each month at 4:30pm at the Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA.	MOTION: To hold regular meetings on the second Wednesday of each month at 4:30pm at the Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville,

	<p>A recommended schedule was reviewed. The board deliberated and made two changes to the schedule:</p> <ul style="list-style-type: none"> • February 21, 2024, at 4:30pm • December 13, 2024, at 11:30am <p>4.2 Election of President and Vice President</p> <p>Superintendent Gregor presided over the election of the President. The process for nomination of officers was reviewed.</p> <p>Trustee Renicker nominated Trustee John Nicoletti for Board President. Trustee Nicoletti accepted the nomination.</p> <p>No other nominations for Board President were made. Upon a motion by Trustee Renicker, duly seconded by Trustee Hastey, John Nicoletti was unanimously elected Board President of the Yuba County Board of Education.</p> <p>President Nicoletti presided over the election of the Vice President.</p> <p>Trustee Hastey nominated Tracy Bishop for Vice President. Trustee Bishop accepted the nomination.</p> <p>No other nominations for Vice President were made. Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, Tracy Bishop was unanimously elected Vice President of the Yuba County Board of Education.</p> <p>4.3 Appoint Superintendent as Secretary/Clerk to the Board of Education</p> <p>Yuba County Office of Education leadership recommended that the Board appoint Yuba County Superintendent of Schools Rob Gregor as Secretary/Clerk to the Yuba County Board of Education.</p>	<p>CA, with the noted exceptions MOTION: Desiree Hastey SECOND: John Nicoletti Roll Call Vote: Katharine Rosser – Aye John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye MOTION APPROVED (5/0)</p> <p>MOTION: To elect John Nicoletti Board President MOTION: Marjorie Renicker SECOND: Desiree Hastey Roll Call Vote: Katharine Rosser – Aye John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye MOTION APPROVED (5/0)</p> <p>MOTION: To elect Tracy Bishop as Vice President MOTION: Desiree Hastey SECOND: Marjorie Renicker Roll Call Vote: Katharine Rosser – Aye John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye MOTION APPROVED (5/0)</p>
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	<p>Upon a motion by Trustee Hastey, duly seconded by Trustee Rosser, Rob Gregor was unanimously appointed as Secretary/Clerk of the Yuba County Board of Education.</p> <p style="text-align: center;">4.4 School Board Authorization Form</p> <p>Leadership recommended the Board authorize Yuba County Superintendent of Schools Rob Gregor to sign warrants and orders drawn on the funds of the County Office of Education and School Districts.</p> <p>Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, Rob Gregor was unanimously authorized to sign warrants and orders drawn on the funds of the County Office of Education and School Districts.</p> <p>Each Trustee recorded their verified signatures on the School Board Authorization form.</p> <p style="text-align: center;">4.5 Appointment to Board Committees</p> <p>Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, the Board made the following appointments:</p> <ul style="list-style-type: none"> • Superintendents’ Salary Committee – John Nicoletti and Desiree Hastey • Budget Committee – Katharine Rosser and Tracy Bishop 	<p>MOTION: To appoint Rob Gregor as Secretary/Clerk of the Board of Education MOTION: Desiree Hastey SECOND: Katharine Rosser Roll Call Vote: Katharine Rosser – Aye John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye MOTION APPROVED (5/0)</p> <p>MOTION: To authorize Rob Gregor to sign warrants and orders drawn on the funds of the County Office of Education and School Districts. MOTION: Desiree Hastey SECOND: Marjorie Renicker Roll Call Vote: Katharine Rosser – Aye John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye MOTION APPROVED (5/0)</p> <p>MOTION: To appoint trustees to Board Committees as noted MOTION: Desiree Hastey SECOND: Marjorie Renicker Roll Call Vote: Katharine Rosser – Aye John Nicoletti - Aye Desiree Hastey – Aye</p>
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		Tracy Bishop – Aye Marjorie Renicker - Aye MOTION APPROVED (5/0)
5. CLOSED SESSION	<p>5.1 Student Interdistrict Attendance Appeal Closed Session Hearing – IAA 05-2023, IAA 06-2023, IAA 07-2023, and IAA 08-2023</p> <p>President Nicoletti cleared the room and called Interdistrict Attendance Appeal IAA 05-2023, IAA 06-2023, IAA 07-2023, and IAA 08-2023 closed session to order at 4:50pm.</p> <p>President Nicoletti adjourned the closed session at 5:28pm.</p> <p>5.2 Reconvene in Open Session – IAA 05-2023, IAA 06-2023, IAA 07-2023, and IAA 08-2023</p> <p>President Nicoletti announced in open session that the Board has unanimously (5/0) voted to grant Interdistrict Attendance Appeals IAA 05-2023, IAA 06-2023, IAA 07-2023, and IAA 08-2023 based on their merits. The parents and districts will receive formal notification of the Board’s decision.</p>	<p>CLOSED SESSION CALLED TO ORDER: 4:50pm</p> <p>MOTION: To grant IAA 05-2023, IAA 06-2023, IAA 07-2023, and IAA 08-2023 based on their merits. MOTION: Desiree Hastey SECOND: Marjorie Renicker Roll Call Vote: Katharine Rosser – Aye John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye MOTION APPROVED (5/0)</p> <p>CLOSED SESSION ADJOURNED: 5:28pm</p> <p>CALLED TO ORDER: 5:54pm</p>
6. CONSENT AGENDA	<p>President Nicoletti directed board members to the December 13, 2023, Consent Agenda for their review and approval.</p> <p>6.1 Approval of November 8, 2023, Board Minutes</p> <p>6.2 Temporary County Teacher Certificates</p> <p>6.3 Acceptance of 1941 Ford Pickup Truck Donation</p>	<p>MOTION: To approve the December 13, 2023, Consent Agenda as presented MOTION: Desiree Hastey SECOND: Marjorie Renicker Roll Call Vote: Katharine Rosser – Aye John Nicoletti - Aye Desiree Hastey – Aye</p>

		Tracy Bishop – Aye Marjorie Renicker - Aye MOTION APPROVED (5/0)
<p>7. SUPERINTENDENT’S REPORT</p>	<p>7.1 This Item Provides an Opportunity for the Superintendent/Directors/Board Members to Share Various Items of Interest</p> <p>Superintendent Gregor shared the following items of interest:</p> <ul style="list-style-type: none"> • Nov 10 – Rock the Red Kettle, Hard Rock Hotel & Casino • Nov 11 – Veteran’s Day Parade • Nov 14 – Ribbon Cutting for Court Appointed Special Advocates for Children (CASA) • Nov 15 – Outdoor Education Discussion with Yuba Water Agency • Nov 17 – CSR Region 3 General Membership Meeting, Sacramento • Nov 20 – YCOE Partnership Meeting with SchoolsFirst Federal Credit Union • Nov 20 – Executive Cabinet Tour of Spring Valley School • Nov 27 – Science Education Grant Discussion Meeting • Nov 27 – Visit to CORE Charter School • Nov 29 – YCOE Leadership Meeting • Nov 30 – Site Visits: Lindhurst High School, Olivehurst, and Ella Mod-Severe Programs • Dec 1 – Site Visits: Kynoch, McKenney, Spring Valley, and Foothill Programs • Dec 2 – Marysville Christmas Parade • Dec 6 – Yuba County Children’s Wellness and Child Abuse Prevention Council Meeting • Dec 7 – Site Visit: Linda Elementary School 	

	<ul style="list-style-type: none"> • Dec 7 – Rotary Virginia School Christmas Luncheon, FIVE30 Event Center • Dec 8 – 93Q Radion Interview • Dec 8 – Interview for Rotary Youth Protection • Dec 8 – YCOE Winter Wonderland, FIVE30 Event Center • Dec 9 – Olivehurst Christmas Parade • Dec 11 - Partnership Meeting for Mod/Severe Students and Bear River School • Dec 12 – Executive Cabinet Holiday Cheer Tour to YCOE Sites • Dec 12 – YCOE Leadership Meeting <p>President Nicoletti shared about his recent experience at the Annual Educational Conference in San Francisco, CA.</p> <p>Community Engagement & Emergency Response Administrator Amy Nore shared a monthly recap video presentation.</p>	
<p>8. EDUCATIONAL SERVICES</p>	<p>8.1 Education Services Program Update 2022-2023</p> <p>Deputy Superintendent Bobbi Abold shared a Harry P.B. Carden WASC update.</p>	
<p>9. FISCAL SERVICES</p>	<p>9.1 Approval of First Interim Report for 2023-24</p> <p>Chief Business Officer Aaron Thornsberry led a review of the 2023-2024 First Interim Report. He shared a PowerPoint presentation.</p> <p>This report is submitted each year to revise the budget where necessary and to give the board and public an estimate of what our ending balances will be and the current financial status. All questions were addressed. Mr. Thornsberry</p>	<p>MOTION: To approve the Interim Report and budget revisions contained therein for 2023-2024 as presented.</p> <p>MOTION: Tracy Bishop</p> <p>SECOND: Katharine Rosser</p> <p>Roll Call Vote: Katharine Rosser – Aye John Nicoletti - Aye Desiree Hastey – Aye</p>

	recommended that the Board approve the Interim Report and budget revisions contained therein for 2023-2024.	Tracy Bishop – Aye Marjorie Renicker - Aye MOTION APPROVED (5/0)
10. ADVANCED PLANNING	10.1 Next Regular Board Meeting January 10, 2024 – 4:30pm Location: Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA 95901	
11. ADJOURNMENT	There being no further business for discussion, the meeting adjourned at 6:48pm.	MOTION: To adjourn MOTION: Marjorie Renicker SECOND: Katharine Rosser MEETING ADJOURNED: 6:48pm (5/0)

Respectfully submitted,

Rob Gregor

Rob Gregor
Yuba County Superintendent of Schools

Recorded by:
Halee Pomeroy



2024-2025 SCHOOL CALENDAR

YCOE Special Education Programs
180 Student Attendance Days - 182 Instructional Staff Workdays

JULY 2024							AUGUST							SEPTEMBER							OCTOBER																																			
M	T	W	Th	F	M	T	M	T	W	Th	F	M	T	W	Th	M	T	W	Th	F	M	T	M	T	W	Th	F	M	T																											
1	2	3	4	5	5	6	12	13	14*	15	16	19	20	21	22	23	26	27	28	29	30	30	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
NOVEMBER							DECEMBER							JANUARY 2025							FEBRUARY																																			
M	T	W	Th	F	M	T	M	T	W	Th	F	M	T	W	Th	M	T	W	Th	F	M	T	M	T	W	Th	F	M	T																											
1	2	3	4	5	8	9	10	11	12	13	14	15	16	17	18	19	20*	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
MARCH							APRIL							MAY							JUNE 2025																																			
M	T	W	Th	F	M	T	M	T	W	Th	F	M	T	W	Th	M	T	W	Th	F	M	T	M	T	W	Th	F	M	T																											
3	4	5*	6	7	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		

HOLIDAYS/SCHOOL NOT IN SESSION	
September 2	Labor Day
November 11	Veterans Day
November 25 - 29	Thanksgiving Recess
December 23 - January 3	Winter Recess
January 20	Martin Luther King Day
February 10 - 17	February Recess
April 14 - 21	Spring Recess
May 26	Memorial Day
June 19	Juneteenth

KEY DATES	
Staff Contract Days (Students Not in Attendance)	() August 8, August 9
First & Last Day of School	<input type="checkbox"/> August 12, June 2
Minimum Days	* * Aug. 14 Sept. 4, 18 Oct. 2, 16 Nov. 6 Dec. 11, 20 Jan. 8, 22 Feb. 5, 19 March 5, 19 April 2 May 7, 21 June 2
Extended Year Session	June 3 - teacher workday (ESY) June 4 - July 1

Draft – November 28, 2023

**JOINT PROCLAMATION BY
YUBA COUNTY SUPERINTENDENT OF SCHOOLS
AND
YUBA COUNTY BOARD OF EDUCATION**

School Board Recognition Month

WHEREAS, an excellent public education system is vital to the quality of life for all California citizens and communities; and

WHEREAS, our public education system has faced unprecedented circumstances these past two years as a result of the COVID-19 pandemic; and

WHEREAS, our local board of education continues to act to ensure children’s academic, social-emotional, physical and mental health needs are met at a time when students needed consistent services most; and

WHEREAS, board of education members continue to advocate to best serve the children in our community each and every day; and

WHEREAS, local board of education members are committed to children and believe that all children can be successful learners and that the best education is tailored to the individual needs of the child; and

WHEREAS, board of education members work closely with parents, educational professionals and other community members to create the healthiest environments possible where all students can thrive; and

WHEREAS, board of education members are responsible for building and maintaining the structure that provides a solid foundation for our school system; and

WHEREAS, board of education members are strong advocates for public education and are responsible for communicating the needs of the county office of education to the public and the public’s expectations to the county office of education; and

WHEREAS, the mission of the public schools to meet the diverse educational needs of all children and to empower them to become competent, productive contributors to a democratic society and an ever-changing world is more poignant than ever before;

NOW, THEREFORE, I, Rob Gregor, do hereby declare my appreciation to the members of the board of education and proclaim the month of January 2024, as School Board Recognition Month in Yuba County. I urge all community members to join me in recognizing the dedication and hard work of local school board members and in working with them to create an education system that meets the needs of our children.



Rob Gregor, Superintendent
Yuba County Office of Education

John Nicoletti, President
Yuba County Board of Education

Yuba County Superintendent of Schools

935 14th Street
Marysville, CA 95901

Quarterly Report on Williams Uniform Complaints (Education Code 35186(d))

District Name: Yuba County Office of Education

Person completing this form: Sima Gandhi, Ed.D

Title: Director – Curriculum & Instruction Quarterly

Report Submission Date: January 3, 2024

October 2023 (for July-September 2023)
1st Quarter

X January 2024 (for October-December 2023)
2nd Quarter

April 2024 (for January-March 2024)
3rd Quarter

July 2024 (for April-June 2024)
4th Quarter

Date for information to be reported publicly at governing board meeting: January 10, 2024

No Complaints were filed with any school in the county programs during the quarter indicated above.

Complaints were filed with schools in the county programs during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Rob Gregor

Print Name of Superintendent

Rob Gregor

Signature of Superintendent

Yuba County Special Education

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <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.

2023-24 School Contact Information

School Name	Yuba County Special Education
Street	935 14th St.
City, State, Zip	Marysville, CA, 95901-4149
Phone Number	530-749-4871
Principal	Kristen Nottle-Powell
Email Address	kristen.nottlepowell@yubacoe.k12.ca.us
School Website	http://www.yubacoe.org
County-District-School (CDS) Code	58105876069249

2023-24 District Contact Information

District Name	Yuba County Office of Education
Phone Number	(530)749-4900
Superintendent	Rob Gregor
Email Address	Rob.Gregor@yubacoe.k12.ca.us
District Website	http://www.yubacoe.org

2023-24 School Description and Mission Statement

The Yuba County Office of Education has a mission of providing resources, information, services and education to empower those we serve. The Yuba County Office of Education's priority is service to students, districts and the community by providing exemplary educational programs, fiscal support and retention of qualified and valued employees. The Yuba County Office of Education focuses on effective, high quality, cost efficient delivery of county, state and federal programs and services. Our staff, parents and community share a commitment and responsibility to provide opportunities that meet the unique needs of individual students. Services are provided to special education students aged 3-21 and eligible infants with visual impairments in appropriate settings. Students with moderate / severe disabilities, including preschoolers with intensive support needs, are served at Virginia School in Wheatland, YCOE Kynoch Primary and Elementary (Agnes Weber Meade School), YCOE Ella Primary and Elementary, YCOE Olivehurst Primary and Elementary, Spring Valley Primary, YCOE McKenney Intermediate (Anna Bell Karr School), YCOE Marysville High School and YCOE Yuba College. Students with visual impairments are served in classrooms at their school of residence with support services located in the VI Resource Center at the YCOE Educational Support Center. Psychology services, Behavior services, Nursing services, Occupational Therapy services, Adapted Physical Education and Speech and Language Therapy services are provided to eligible students attending YCOE regional programs. Psychology and nursing are provided for students in the Camptonville Union Elementary School District. Preschool Speech and Language Services are provided to eligible students attending YCOE regional programs.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
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2022-23 Student Enrollment by Student Group

Student Group

Percent of Total Enrollment

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

2020-21 Teacher Preparation and Placement

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Ed mark Level 1 and 2 Edmark Supplemental- Functional Word Series Open Court SIPPS	No	0.0

	Zoo Phonics Handwriting Without Tears Read Naturally SEACO Content Access Guide Unique Curriculum News2You Early Start Denver Model Size Matters Handwriting		
Mathematics	Touchmath Saxon Math Survival Math SEACO Content Access Guide Unique Curriculum News2You Early Start Denver Model	No	0.0
Science	Teacher created curricular materials aligned to SEACO standards and IEP goals and objectives. SEACO Content Access Guide Unique Curriculum News2You	No	0.0
History-Social Science	Teacher created curricular materials aligned to SEACO standards and IEP goals and objectives. SEACO Content Access Guide Unique Curriculum News2You James Stanfield's First Job Survival Skills Curriculum	No	0.0
Health	Positive Prevention Plus James Stanfield's Circles Curriculum	No	0.0

School Facility Conditions and Planned Improvements

The YCOE Maintenance Department works closely with the administrators of each special education site to ensure that maintenance projects are completed in a timely manner and that school facilities are maintained adequately for cleanliness, safety and appearance. Staff maintains the grounds, landscaping at the sites and cleans the facilities on an assigned schedule. Deep cleaning is accomplished at all sites during the period between extended year and the start of the next school year. Repairs, when needed, are accomplished in a timely manner. Emergency situations are given priority for completion. Long term projects are completed through the deferred maintenance planning process to ensure that facilities are upgraded as needed.

Year and month of the most recent FIT report

8/23/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated 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.

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 CAAs divided by the total number of students who participated in both assessments.

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)						
Mathematics (grades 3-8 and 11)						

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 CAAs divided by the total number of students who participated in both assessments.

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.

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)						

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

Regional Occupational Program Services/WorkAbility Services: High school aged students at Virginia School and YCOE Marysville High School work with ROP staff two days per week. Students at YCOE Yuba College work with ROP staff three days per week. A part time ROP Administrator is employed by the YCOE to assist with obtaining job sites and activities. Vocational training counselors are available for a variety of support services to students in special education programs countywide. Students aged 14-22 are eligible for pre-employment skills training, assessment services, job search and other support services.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	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
Grade 5	92	92	92	92	92
Grade 7	100	100	100	100	100
Grade 9	88	88	88	88	88

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.

2023-24 Opportunities for Parental Involvement

Parents are a vital part of the education process for Yuba County Special Education Programs. Through the Special Education Local Plan Area (SELPA), parent and agency representatives meet six times per year, plus special meetings if necessary, as the Community Advisory Committee. Topics covered include such issues as: compliance monitoring, state testing, LCFF, Dashboard, legal changes, IEP process, transition, transition partnerships, related services, instructional strategies, behavioral supports, and state and federal special education priorities. The Family Resource Center Program Facilitator distributes information, provides support and has a lending library of books and toys for families of children with special needs aged 0-5. Grant support through the 1st 5 Yuba Children and Families Commission has enabled the FRC to expand services to children aged 0-5 and to assist with the provision of gas cards for families who must travel out of the area for medical appointments, and bus passes for local appointments, for their special needs child, as well as translation support. The Yuba County Family Resource Center also collaborates with Family Soup to provide trainings for families with children with special needs. The Yuba County Office of Education participates in a wide variety of community events to provide resources and disseminate information regarding special education program eligibility and services. Parents are a critical part of the development of Individual Educational Programs for all students in YCOE classes. Regional Special Education Programs are designed to include community based instruction opportunities. Ultimately, students have a higher level of independence and productivity because of the linkages created by parent, school and community involvement.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 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									
Graduation Rate									

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

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									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees on February 8, 2023. The plan meets the required legal components per California Ed Code. The plan is reviewed by staff at the school site each year after board approval, and on an on-going basis at site staff meetings. The Yuba County Office of Education Special Education programs are all connected to the CATAPULT Emergency Notification system and tied into their district site CATAPULT notifications and utilize Parent Square/Aeries to contact families.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$38,397	\$17,531	\$20,866	\$59,866
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	103.9	N/A

Nurse: One full time nurse, two full time LVN's, and one CNA provide required services for the special education regional programs and Camptonville Union Elementary School District.

Psychologist: Four full time psychologists provide services to YCOE operated regional special education programs, alternative education programs, charter programs (academies and independent study programs), and Camptonville Union Elementary School District.

SELPA (Special Education Local Plan Area): District and program representatives participate in three levels of SELPA governance - Superintendents/Operations Council, Fiscal Advisory Committee, and Community Advisory Committee. The SELPA is responsible for special education policies and procedures, Information collection and reporting, dispute resolution and compliance reviews. SELPA personnel include a full time administrator, one part time Program Specialist who supports the preschool transitions, a part time program secretary, and a part time data coordinator. SELPA also oversees the Workability program, which employs two full time Workability staff.

Program Specialist: YCOE employs one part-time Preschool Program Specialist. This Program Specialist monitors the referral process for students entering YCOE special education services from infant and regional services, including assessment, case management and placement follow-up, as well as serving as a resource to staff and parents regarding services, materials, curriculum and program information. Also available from YCOE is a disability awareness program "Kids Come in Special Flavors", a SELPA wide program for general education students (Preschool-12) that fosters an understanding of disabilities through accurate, age appropriate information and hands on activities.

Adapted Physical Education Specialist: 2.0 FTE Adapted Physical Education teachers serve eligible students in YCOE regional programs as well as eligible students at Camptonville Union Elementary School,

Speech and Language Pathologists: 7.8 FTE Speech and Language Pathologists, 2.0 FTE Speech Language Pathology Assistants and 6.0 Speech Paraeducators serve eligible students in YCOE regional programs. Preschool Speech and Language Services are provided to eligible students in the Marysville Joint Unified School District. The amount of therapy contact time varies depending on the severity of the needs of the identified students, based on IEP team recommendations for services. Services are through a combination of YCOE employees and contracted staff.

Occupational Therapy Services: 1.4 FTE Occupational Therapists and 1.0 FTE Certified Occupational Therapy Assistant. OT services in Yuba County are provided to eligible students through a combination of a .8 FTE OT and the remaining staff through a contracted agency that works collaboratively with staff to develop procedures for referral, assessment, consult and direct service options for students. Students are recommended for OT services through the IEP process.

Medical Therapy Unit: Yuba County Office of Education maintains an equipment budget for the Medical Therapy Unit that serves Yuba County and is located on the Virginia School Campus. The Yuba County Health Department provides the physical therapy staff and services for medically eligible students through the MTU.

Physical Therapy Services: Educationally necessary PT services are provided to IEP eligible students through a contracted agency that works collaboratively with staff to develop procedures for referral, assessment, consult and direct service options for students. Students are recommended for PT services through the IEP process.

Vision Services: One teacher of the Visually Impaired, 2 VI paraeducators and 1 brailleist serve students countywide with visual impairments in classrooms at their school of residence with support services located in the VI Resource Center at the Yuba County Center for Education.

Orientation and Mobility Training: This service is provided on a contract basis to students who qualify for services due to their visual or physical impairments.

Behavior Services: 1.71 FTE Board Certified Behavior Analysts Behavior serve eligible students in YCOE regional programs. Students are recommended for behavior services through the IEP process.

Regional Occupational Program Services/WorkAbility Services: High school aged students at Virginia School and YCOE Marysville High School work with ROP staff two days per week. Students at YCOE Yuba College work with ROP staff three days per week. A YCOE Administrator is employed by the YCOE to assist with obtaining job sites and activities. Vocational training counselors are available for a variety of support services to students in special education programs countywide. Students aged 14-22 are eligible for pre-employment skills training, assessment services, job search and other support services.

Administrative/Secretarial: K-22 Regional Special Education programs for moderate/severe students have three full time Principals, and 2 secretaries to provide program support as well as support to the Visually Impaired Program. Full time

Fiscal Year 2022-23 Types of Services Funded

administrative support and part time clerical support is provided for the five preschool special education programs. Part time administrative support is provided for coordination and support to the APE and Speech Departments, in addition to the Family Resource Center.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Professional development activities take place on 19 minimum days, as well as other optional days prior to the start of school, and conference attendance for special education staff. Training areas are determined by staff and student needs. Implementation support is provided for staff through one-on-one teacher-principal meetings, in-class observations and coaching, peer collaboration and professional learning community meetings. Topics have included the following: Staff Handbook/Program Procedural Updates, Medi-Cal Practitioner Training, iPad Strategies, Procedures and Confidentiality, Behavior Basics, ABA Training, CAA Training, Legal Issues, EL Strategies and Redesignation - ALT ELPAC, EpiPen Training, Safety Procedures, Mandatory Reporting, Staff Orientation, Blood Borne Pathogens, Public School Works Online Trainings, Assistive Technology, Phonological Assessments, SEIS Training, Unique and News2You Curriculum, Field Trip Procedures, Lifting/Positioning, CPR/First Aid, Interactive White Boards, Aeries, DRDP, Zones of Regulation, and occupational therapy, fine motor and sensory/behavior strategies in the schools, Conscious Discipline, CHAMPS, Communication Severity Scales, Professional Learning Communities Workgroups, SLPA Supervision, Crisis Prevention Intervention (CPI), Patterns of Strengths and Weaknesses, Dyslexia Training, MOVE, adaptive physical education, Conflict Management, Picture Exchange Communication System, Handwriting Without Tears, Early Start Denver Model, Autism, Apraxia, communication skills, inclusion, COVID health and safety and EPE protocols and procedures, COVID tracing and isolation/quarantine protocols, BLINK platform, Google Meets and Google classroom. A portion of staff meetings are designated for individuals to share resources and information relevant to their program as a means of ongoing professional growth.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	19	19	19

Harry P B Carden School/Thomas E. Mathews Schools

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <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.

2023-24 School Contact Information

School Name	Harry P B Carden School/Thomas E. Mathews Schools
Street	1023 14th St
City, State, Zip	Marysville, CA 95901-4149
Phone Number	(530) 741-6409 ext 4
Principal	Sherry Fortner
Email Address	sherry.fortner@yubacoe.k12.ca.us
School Website	
County-District-School (CDS) Code	58 10587 5830047/58 10587 0113274

2023-24 District Contact Information

District Name	Yuba County Office of Education
Phone Number	(530) 749-4900
Superintendent	Rob Gregor
Email Address	rob.gregor@yubacoe.k12.ca.us
District Website	www.yubacoe.org

2023-24 School Description and Mission Statement

The Yuba County Office of Education provides a full range of educational services to meet the needs of students in the Juvenile Hall facilities. H.P.B. Carden School provides an alternative learning program for incarcerated students. The primary goal of the school is to help students succeed academically, socially, and emotionally in order to successfully transition back to their school of residency and community upon their release.

We focus on creating an engaging learning atmosphere, while remedying credit deficiencies and mitigating existing barriers to learning. Through our collaborative efforts regarding student Individual Learning Plans (ILP), school staff work with County support staff, parents, and students to provide interventions and supports to students to reach their goals. The ILP development process is facilitated by the Intervention teacher and is reviewed weekly with the student to monitor progress towards meeting goals. Special Education services are provided by classroom teachers under the guidance of a special education teacher who collaborates with teaching staff and the student in accordance with their Individual Education Plan (IEP).

In collaboration with Yuba County Probation and the Tri-County Juvenile Rehabilitation Center, the Multi-tiered System of Supports (MTSS) model is utilized to provide academic, behavior, and social and emotional interventions and supports in to meet individual student ILP goals. Positive Behavior Intervention and Supports (PBIS) has been implemented both in the educational school program and institution wide. Supports and services such as counseling, restorative practices, college and career readiness support, mentoring, homeless support, and foster youth support are made available as determined by the student's ILP.

VISION

At TEM and Carden Schools we are committed to demonstrating the value of a quality education for our students, parents, and community. TEM creates a safe, nurturing, and restorative educational experience by providing a classroom culture that values education.

MISSION

Our mission is to provide students with individualized learning plans to enhance their academic, behavioral, and social emotional needs. Students discover multiple pathways for college and career readiness as they meet their personal goals.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	2
Grade 11	7
Grade 12	6
Total Enrollment	18

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	11.1%
Male	88.9%
Black or African American	33.3%
Hispanic or Latino	44.4%
Native Hawaiian or Pacific Islander	5.6%
Two or More Races	5.6%
White	11.1%
English Learners	22.2%
Foster Youth	5.6%
Migrant	5.6%
Socioeconomically Disadvantaged	100%
Students with Disabilities	38.9%

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

2020-21 Teacher Preparation and Placement

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)	0.40	21.11	17.10	35.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	4.13	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	6.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	78.89	10.20	21.12	12115.80	4.41
Unknown	0.00	0.00	16.00	33.06	18854.30	6.86
Total Teaching Positions	1.90	100.00	48.40	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.

2021-22 Teacher Preparation and Placement

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)	0.30	30.30	16.30	36.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.40	21.19	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	63.64	8.60	19.29	11953.10	4.28
Unknown	0.00	6.06	10.30	23.00	15831.90	5.67
Total Teaching Positions	0.90	100.00	44.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.50	0.60
Total Out-of-Field Teachers	1.50	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Harry P.B. Carden adopted Edgenuity online curriculum as its instructional material in our core subjects starting at the beginning of the school year in 2020.

Year and month in which the data were collected	August 2022
--	-------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Edgenuity	Yes	0.0
Mathematics	Edgenuity	Yes	0.0
Science	Edgenuity	Yes	0.0
History-Social Science	Edgenuity	Yes	0.0
Foreign Language	N/A	Yes	0.0
Health	Edgenuity	Yes	0.0
Visual and Performing Arts	Edgenuity	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

Harry P B Carden is located in a building on the Tri-County Juvenile Rehabilitation Center. The building is maintained by Probation.

Year and month of the most recent FIT report

N/A

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated 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.

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 CAAs divided by the total number of students who participated in both assessments.

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)	--		15		47	
Mathematics (grades 3-8 and 11)	--		3		33	

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 CAAs divided by the total number of students who participated in both assessments.

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.

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)	--		--		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

CTE offerings include on site CTE in construction and Digital Media Arts. Also, through collaboration with the Yuba County Career Preparatory Charter School (YCCPCS). This collaboration has opened opportunities for students in industry sectors including, transportation, manufacturing, plant and soil science and animal science. Currently, Carden students incarcerated at the Camp Singer facility are attending welding class at YCCPCS. Students in the Juvenile Hall facility receive in class CTE instruction in the Construction and Digital Media Arts industry sectors.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Students incarcerated in Juvenile Hall are placed under the jurisdiction of the courts.

Opportunities for Parental Involvement:

Parents are an integral part of the school community at Harry P B Carden School and are actively involved in school decisions, student intervention and supports, and our students' and school's overall success. Parents are invited and encouraged to participate in our School Plan for Student Achievement (SPSA) development process to help our program identify equity gaps in our systems and make positive changes for our students. Parents are involved as both participants and members of our School Site Council (SSC), which meets bi-monthly, to collaborate on our SPSA. We encourage active participation by reaching out to parents by posting our SSC agenda on site and using our AERIES online student information system for phone calls, texts, and mail. During the SSC, we collaborate with our parents to review key indicators identified by the California Department of Education to review student and school data to identify equity gaps. Parents play an active role in providing input and, as voting members on the SSC, are part of the decision making process.

One of the most important roles parents are involved in at Harry P. B. Carden School is our student supports and interventions systems. Harry P. B. Carden School is committed to our students' academic, behavioral, social/emotional learning, and career/college readiness growth. To that end, we have instituted our Individual Learning Plan (ILP). Our ILP is a joint effort with Harry P. B. Carden School and YCOE staff, parents and students. The ILP provides a pathway to graduation for all students by counseling students and parents on our graduation requirements, credit review, and appropriate enrollment in classes leading to timely graduation. The ILP supports students throughout the process by providing weekly academic support and interventions in accordance with our students' IEP. Using baseline-testing scores in reading and math, staff set up and record student progress towards mastery of state standards. Staff also review class and credit progress with students to encourage engagement and identify barriers to learning and engagement. Staff work with parents by providing updates on student progress and encouraging parents to use positive behavior interventions and supports at home with students to encourage them to engage in our programs. Students and parents are invited to ILP meetings throughout the school year to participate in their students' success. In summary, Harry P. B. Carden School provides multiple opportunities to our parents to get involved in the success of our school and our students by actively participating in decision making processes through our SSC and supporting students through our ILP system.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 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	25.0	55.0		37.8	34.0		9.4	7.8	
Graduation Rate	62.5	40.0		25.2	42.0		83.6	87.0	

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

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									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees in February, 2023. The plan meets the required legal components per California Ed Code. The plan is reviewed by staff at the school site each year after board approval, and on an ongoing basis at site staff meetings.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	7		
Mathematics	6	3		
Science	9	2		
Social Science	7	3		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	5		
Mathematics	3	4		
Science	6	2		
Social Science	2	8		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	67,358.15	47,064.34	20,293.81	
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	90.9	NA

Fiscal Year 2022-23 Types of Services Funded

Revenue for the school was derived from state apportionment as determined by the average daily attendance. Expenditures include textbooks, instructional materials, supplies and equipment. Additional monies were spent on computers and software, office equipment, rents, leases, utilities, and other overhead costs. Special Education services, tutoring, one-on-one Intervention and ELD support were also provided.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Harry P. B. Carden School dedicates a large portion of our professional development to responses to interventions and support. The areas of focus are on our Multi-tiered System of Support (MTSS) for behaviors and social emotional learning. Our trainings focus on Positive Behavior Intervention and Supports (PBIS), Crisis Prevention, Restorative Practices, Restorative Justice, Trauma Informed Practices, and social emotional learning. Every week a minimum day and is dedicated towards staff professional development. We also meet monthly for PBIS meetings to review data, goals, and outcomes. Full and half day professional development is offered throughout the school year by providing substitutes for teachers. These trainings cover

Professional Development

course scope and sequence development, content area essential standard development, lesson plan development, and other course specific content as identified by staff and administration. Additionally, staff and administration meet as needed before school and after school where we collaborate and provide support to teachers and staff during implementation of our systems. Through our weekly meetings, we share data, best practices, provide peer-to-peer mentoring, administration to staff mentoring, and share our experiences. The collaboration allows us to learn from each other and become more proficient at supporting our students.

Staff development offered at both Thomas E Mathews and Harry P B Carden are open to certificated and classified staff from both sites. Therefore, the number of staff development days may be in excess of the number of weeks school is in session.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	49	49	

Thomas E. Mathews Community School/Harry P.B. Carden

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <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.

2023-24 School Contact Information

School Name	Thomas E. Mathews Community School/Harry P.B. Carden
Street	1127 E St.
City, State, Zip	Marysville, Ca, 95901
Phone Number	530-749-4025
Principal	Sherry Fortner
Email Address	sherry.fortner@yubacoe.k12.ca.us
School Website	
County-District-School (CDS) Code	58105870113274/58105876070940

2023-24 District Contact Information

District Name	Yuba County Office of Education
Phone Number	(530) 749-4900
Superintendent	Rob Gregor
Email Address	rob.gregor@yubacoe.k12.ca.us
District Website	https://www.yubacoe.org/

2023-24 School Description and Mission Statement

The Yuba County Office of Education provides a full range of educational supports and services to meet the needs of students in our Community School. Thomas E. Mathews Community School serves students in grade 7-12 and is located in Marysville. TEM provides an alternative learning community for students that are court ordered to the program, Probation referred through our RESTORE Program, expelled from local school districts, or on SARB contracts.

Thomas E. Mathews' primary goal is to support all our students to achieve in their academics, behaviors, social and emotional learning, college and career readiness, and ultimately, successfully transition as TEM graduates or back to their school of residency. We focus on creating an engaging learning atmosphere, while remedying credit deficiencies and mitigating existing barriers to learning. Through our collaborative efforts focused on student Individual Learning Plans (ILP), school staff work with County support staff, parents, and students to provide interventions and supports to our students to reach their goals. The ILP is monitored by the Intervention teacher, classroom teachers, and administration and is reviewed with the student, to monitor progress towards meeting goals. Special Education services are provided by classroom teachers under the guidance of a special education teacher who collaborates with teaching staff and the student, in accordance with their Individual Education Plan.

TEM provides a tiered system of supports and interventions, utilizing the Multi-tiered system of Supports (MTSS) model to meet individual student goals. TEM uses Positive Behavior Intervention and Supports (PBIS) to share our core values with our students and support every student to succeed. PBIS is part of our ILP system and each student and parent receives a handbook outlining our core values and expectations. Parents are encouraged to use PBIS at home to help motivate students. PBIS posters demonstrate our core values and expectations are posted throughout the school to remind, support, and encourage our students to achieve. We have two support rooms dedicated to our PBIS system. Our PRIDE room is staffed by an Intervention teacher and provides small group instructional support and Tier 2 and 3 supports to our students who need it. We also have our PANTHER Den where students receive Tier 3 County and outside agency support and services such as counseling, restorative practices, college and career readiness support, mentoring, homeless support, foster youth support, and probation follow-ups. The school's culture is dedicated to student achievement.

VISION
At TEM and Carden Schools we are committed to demonstrating the value of a quality education for our students, parents, and

2023-24 School Description and Mission Statement

community. TEM creates a safe, nurturing, and restorative educational experience by providing a classroom culture that values education.

MISSION

Our mission is to provide students with individualized learning plans to enhance their academic, behavioral, and social emotional needs. Students discover multiple pathways for college and career readiness as they meet their personal goals.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	6
Grade 9	21
Grade 10	9
Grade 11	7
Grade 12	4
Total Enrollment	48

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	31.3%
Male	68.8%
American Indian or Alaska Native	2.1%
Asian	4.2%
Black or African American	8.3%
Hispanic or Latino	50%
Two or More Races	2.1%
White	33.3%
English Learners	18.8%
Foster Youth	2.1%
Homeless	18.8%
Socioeconomically Disadvantaged	97.9%
Students with Disabilities	31.3%

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

2020-21 Teacher Preparation and Placement

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)	0.40	22.00	17.10	35.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	4.13	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	6.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	77.50	10.20	21.12	12115.80	4.41
Unknown	0.00	0.00	16.00	33.06	18854.30	6.86
Total Teaching Positions	2.00	100.00	48.40	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.

2021-22 Teacher Preparation and Placement

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)	0.50	19.06	16.30	36.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.40	21.19	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	77.26	8.60	19.29	11953.10	4.28
Unknown	0.10	3.68	10.30	23.00	15831.90	5.67
Total Teaching Positions	2.90	100.00	44.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.50	2.30
Total Out-of-Field Teachers	1.50	2.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Thomas E. Mathews adopted Edgenuity online curriculum as its instructional material in our core subjects starting at the beginning of the school year in 2020.

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Edgenuity	Yes	0.0
Mathematics	Edgenuity	Yes	0.0
Science	Edgenuity	Yes	0.0
History-Social Science	Edgenuity	Yes	0.0
Foreign Language	N/A	Yes	0.0
Health	Edgenuity	Yes	0.0
Visual and Performing Arts	Edgenuity	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

Thomas E. Mathews FIT report found the school site to be in good repair. No maintenance issues need to be resolved.

Year and month of the most recent FIT report

9/22

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated 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.

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 CAAs divided by the total number of students who participated in both assessments.

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)	0		15		47	
Mathematics (grades 3-8 and 11)	0		3		33	

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 CAAs divided by the total number of students who participated in both assessments.

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.

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)	--		--		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

YCOE offers CTE through collaboration with the Yuba County Career Preparatory Charter School (YCCPCS). This collaboration will open opportunities for students in industry sectors including, transportation, manufacturing, plant and soil science and animal science.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Opportunities for Parental Involvement:

Parents are an integral part of the school community at Thomas E. Mathews and are actively involved in school decisions, student intervention and supports, and our students' and school's overall success. Parents are invited and encouraged to participate in our School Plan for Student Achievement (SPSA) development process to help our program identify equity gaps in our systems and make positive change for our students. Parents are involved as both participants and members of our School Site Council (SSC), which meets bi-monthly, to collaborate on our SPSA. We encourage active participation by reaching out to parents by posting our SSC agenda on site and using our AERIES online student information system for phone calls, texts, and mail. During the SSC, we collaborate with our parents to review key indicators identified by the California Department of Education to review student and school data to identify equity gaps. Parents play an active role in providing input and, as voting members on the SSC, are part of the decision making process.

One of the most important roles parents are involved in at Thomas E. Mathews is our student supports and interventions systems. Thomas E. Mathews Community School is committed to our students' academic, behavioral, social/emotional learning, and career/college readiness growth. To that end, we have instituted our Individual Learning Plans (ILP). Our ILP process is a joint effort with TEM and YCOE staff, parents and students. The ILP provides a pathway to graduation for all students by counseling students and parents on our graduation requirements, credit review, and appropriate enrollment in classes leading to timely graduation. The ILP supports students throughout the process by providing academic support and interventions in accordance with our students' IEPs, as applicable. Using baseline-testing scores in reading and math, staff set up and record student progress towards mastery of state standards. Staff also review class and credit progress with students to encourage engagement and identify barriers to learning and engagement. Staff work with parents by providing updates on student progress and encouraging parents to use positive behavior interventions and supports at home with students to encourage them to engage in their educational programs. Students and parents are invited to ILP meetings throughout the school year to participate in their students' success. In summary, TEM provides multiple opportunities to our parents to get involved in the success of our school and our students by actively participating in decision making processes through our SSC and supporting students through our ILP system.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 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	41.2	46.2		37.8	34.0		9.4	7.8	
Graduation Rate	11.8	38.5		25.2	42.0		83.6	87.0	

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

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									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees in February, 2023. The plan meets the required legal components per California Ed Code. The plan is reviewed by staff at the school site each year after Board approval, and on an ongoing basis at site staff meetings.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	7		
Mathematics	25	1	1	
Science	12	3		1
Social Science	13	4		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	14		
Mathematics	10	3	1	
Science	7	7		
Social Science	5	14		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	20,746.50	13,868.85	6,877.65	
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	-10.1	NA

Fiscal Year 2022-23 Types of Services Funded

Revenue for the school was derived from state apportionment as determined by the average daily attendance. Expenditures include textbooks and instructional materials, supplies, and equipment. Additional monies were spent on computers and software, office equipment, rents, leases, utilities, and other overhead costs. Special Education services, tutoring, ELD support, and Math and English intervention classes were also provided.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Thomas E. Mathews dedicates a large portion of our professional development to responses to interventions and support. The areas of focus are on our Multi-tiered System of Support (MTSS) for behaviors and social emotional learning. Our trainings focus on Positive Behavior Intervention and Supports (PBIS), Crisis Prevention, Restorative Practices, Restorative Justice, Trauma Informed Practices, and social emotional learning. Every week a minimum day is dedicated towards staff professional development. We also meet monthly for PBIS meetings to review data, goals, and outcomes. Full and half day professional

Professional Development

development is offered throughout the school year by providing substitutes for teachers. These trainings cover course scope and sequence development, content area essential standard development, lesson plan development, and other course specific content as identified by staff and administration.

Additionally, staff and administration meet every day after school where we collaborate and provide support to teachers and staff during implementation of our systems. Through our meetings, we share data, best practices, provide peer-to-peer mentoring, administration to staff mentoring, and share our experiences. The collaboration allows us to learn from each other and become more proficient at supporting our students.

Staff development offered at both Thomas E Mathews and Harry P B Carden are open to certificated and classified staff from both sites. Therefore, the number of staff development days may be in excess of the number of weeks school is in session.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	49	49	

California System of Support Overview & Yuba County Differentiated Assistance Eligibility Update

January 10, 2024



Bobbi Abold

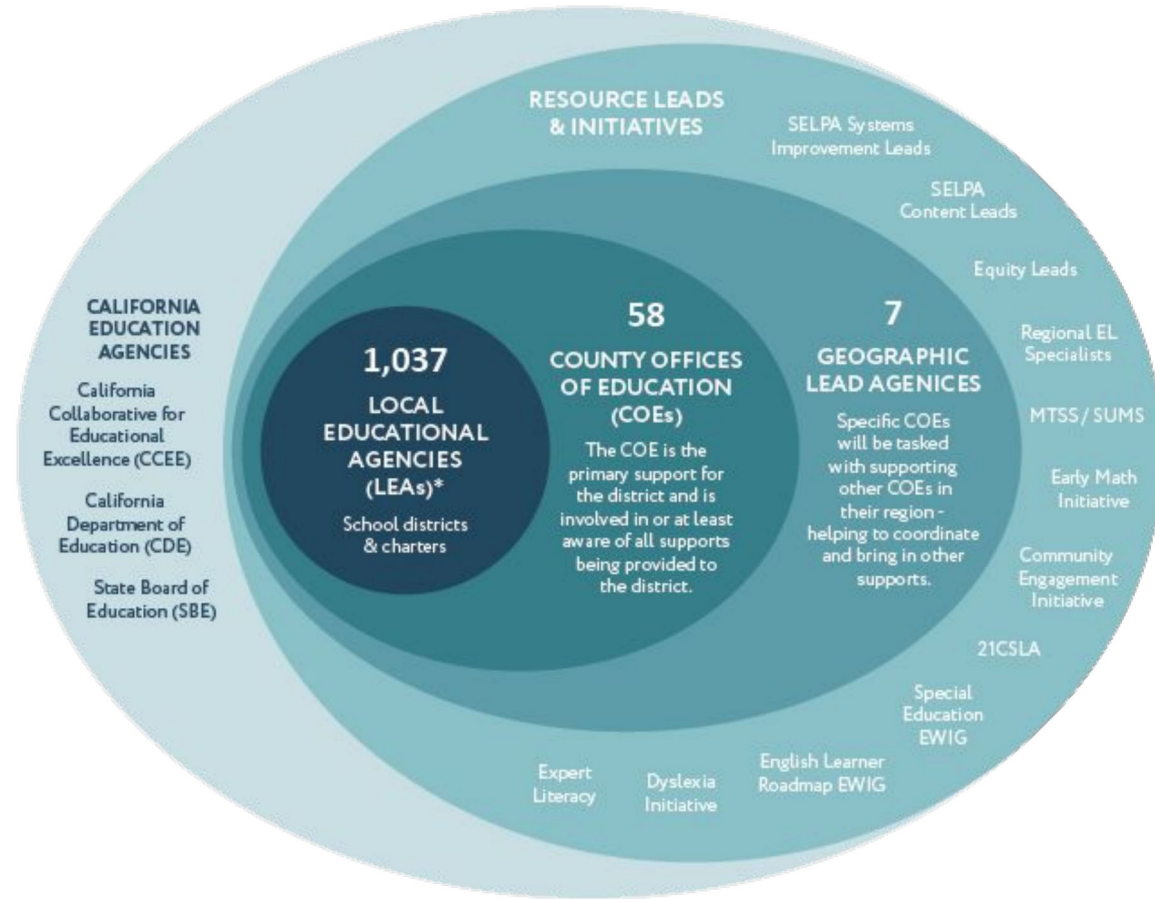
Deputy Superintendent, Instruction
Educational Services Division

Sima Gandhi, Ed.D

Director - Curriculum and Instruction
Educational Services Division

California System of Support

- California's accountability system is based on multiple measures that assess how local educational agencies (LEAs) and schools are meeting the needs of their students.
- The goal in the California Systems of Support is to help LEAs and their schools meet the needs of each student they serve, with a focus on building capacity to sustain improvement and to effectively address disparities in opportunities and outcomes.
- <https://www.cde.ca.gov/ta/ac/cm/>



California System of Support

Level of Support	Criteria for Support	Description of Supports Available	Who Provides Support
LEVEL 1: Support for ALL local educational agencies (LEAs) and schools	None	An array of support resources, tools, and technical assistance to: <ul style="list-style-type: none"> ● improve student performance at the LEA and school level ● narrow disparities among student groups across the Local Control Funding Formula (LCFF) priorities ● recognize successes and the ability to share promising practices 	COEs CCEE CDE GeoLead
LEVEL 2: Differentiated Assistance	Any student group not meeting the performance criteria for two or more LCFF priorities	Individually-designed assistance to: <ul style="list-style-type: none"> ● address identified performance issues including significant disparities in performance among student groups 	COEs CCEE CDE GeoLead
LEVEL 3: Intensive Intervention	Three student groups not meeting the performance criteria for two or more LCFF priorities for three out of four consecutive years	The State Superintendent of Public Instruction may require more intensive interventions for LEAs: <ul style="list-style-type: none"> ● with persistent performance issues ● lack of improvement over a four-year period 	CCEE State Superintendent of Public Instruction

COE: County Office of Education **CCEE:** California Collaborative for Educational Excellence **CDE:** California Department of Education **GeoLead:** Geographic Lead

Differentiated Assistance as Outlined in Statute

Education Code (EC) 52071 states the county superintendent of schools shall provide technical assistance focused on building the school district's capacity to develop and implement actions and services responsive to pupil and community needs.

This support includes:

(c)(1) assisting the LEA in identifying its strengths and weaknesses with regard to the state priorities [as described in subdivision (d) of EC Section 52060]

(c)(2) Working collaboratively with the school district to identify and implement effective programs and practices to address any areas of weakness

(c) (3) obtaining from the school district a timely documentation demonstrating that it has completed the activities described in items (1) and (2); and (4) Requesting that the California Collaborative for Educational Excellence (CCEE) provide advice and assistance to the school district, pursuant to subdivision (g) of Section 52074.

Dashboard

Indicator	LCAP Priority Area	Grade Span
State Priority Areas/Indicators		
Academic - English Language Arts	Priority 4: Student Achievement	1 - 12
Academic - Mathematics		
English Learner Performance Index		
Chronic Absenteeism	Priority 5: Pupil Engagement	K - 8
Graduation Rate	Priority 5: Student Engagement	9 - 12
Suspension Rate	Priority 6: School Climate	K - 12
College and Career *	Priority 7: Course Access	9 - 12
Local Priority Areas/Indicators		
Facilities, Instructional Materials, Teacher Credentials	Priority 1: Basic	K - 12
Implementation of Academic State Standards	Priority 2: Implementation of Academic State Standards	K - 12
Parent Engagement and Involvement	Priority 3: Parent Engagement	K - 12
Pupil Outcomes if available	Priority 8: Other Pupil Outcomes	K-12

2023 Differentiated Assistance Criteria

- 2023 DA criteria include State and/or Local Indicators.
- School Districts may be eligible for DA using 3 methods:

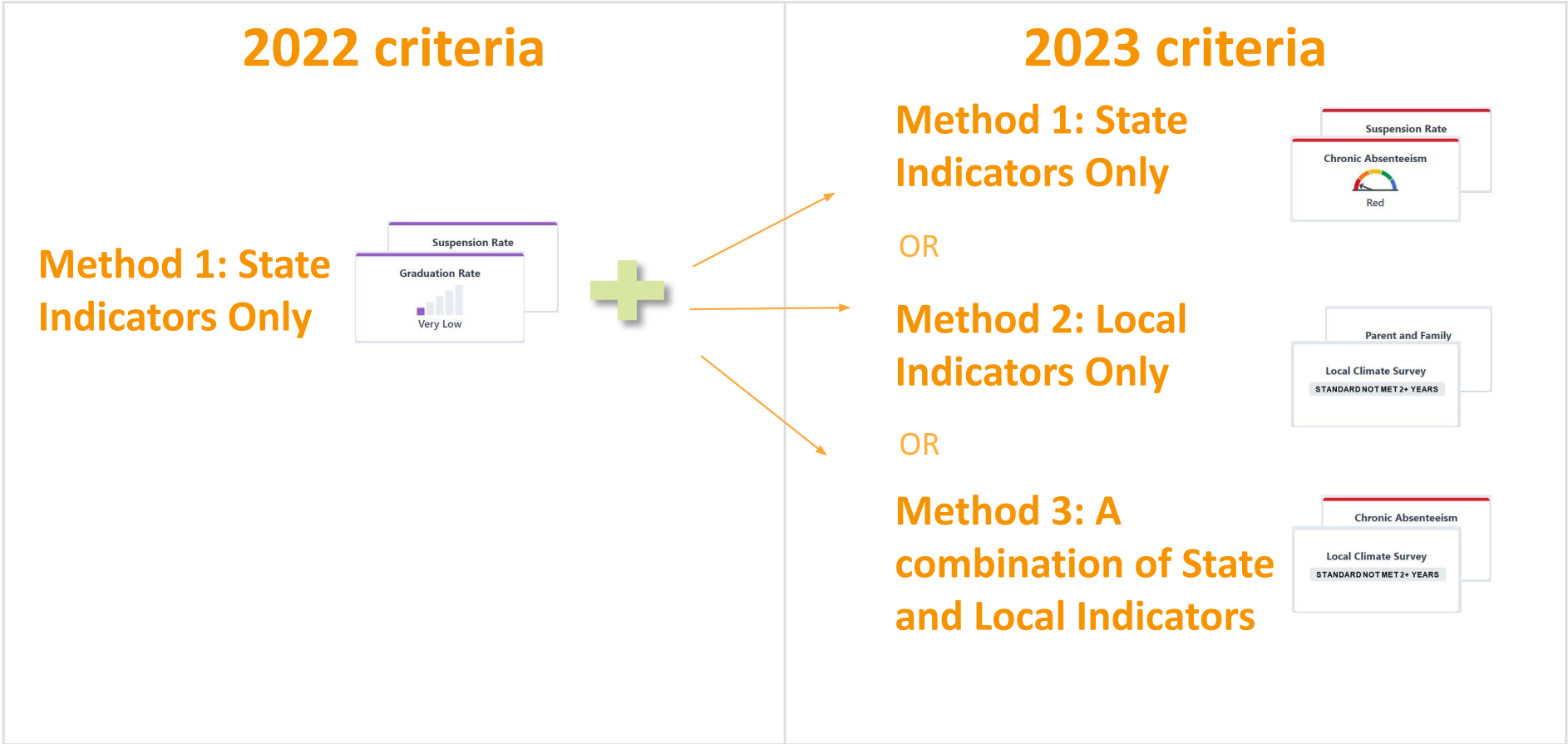
- Method 1 (State Indicators Only):** 1+ subgroup(s) meet(s) criteria in 2+ priority areas.
- Method 2 (Local Indicators Only):** Has “Not Met for 2+ Years” on a Local Indicator in 2+ priority areas.
- Method 3 (A combination of State and Local Indicators):** 1+ subgroup(s) meet(s) criteria in 1 priority area, and charter school meets the “Not Met for 2+ Years” on only 1 Local Indicator in a different priority area.

LCFF Priority Area	Differentiated Assistance Criteria	Indicator
Basic Priority (Priority 1)	Not Met for Two or More Years on Local Performance	Local
Implementation of State Academic Standards (Priority 2)	Not Met for Two or More Years on Local Performance	Local
Parent and Family Engagement (Priority 3)	Not Met for Two or More Years on Local Performance	Local
Pupil Achievement (Priority 4)	Red on both English Language Arts and Math Indicators, or Red on English Language Arts or Math Indicators or Orange on the other Academic Indicator, or Red on the English Learner Progress Indicator (ELPI) (English Learner student group only)	State
Pupil Engagement (Priority 5)	Red on Graduation Rate Indicator, or Red on Chronic Absence Indicator	State
School Climate (Priority 6)	Red on Suspension Rate Indicator, or Not Met for Two or More Years on Local Performance	State/Local
Access to a Broad Course of Study (Priority 7)	Not Met for Two or More Years on Local Performance	Local
Outcomes to a Broad Course of Study (Priority 8)	Very Low Status on College and Career Indicator (Status Only on Dashboard)	State



Charters meeting 2022 & 2023 criteria are eligible for DA

For a charter school to be eligible for DA, it must meet the criteria in 2+ years



Other Key Points

School Districts:

- Period of DA Support in 2 years
- COE provides support
- District can be DA-eligible; CSI is a school level designation

Charter Schools:

- Period of DA support is 1 year
- COE provides support unless authorized by a County Board (Geolead is provider)
- Charter School can be identified as both CSI and DA-eligible

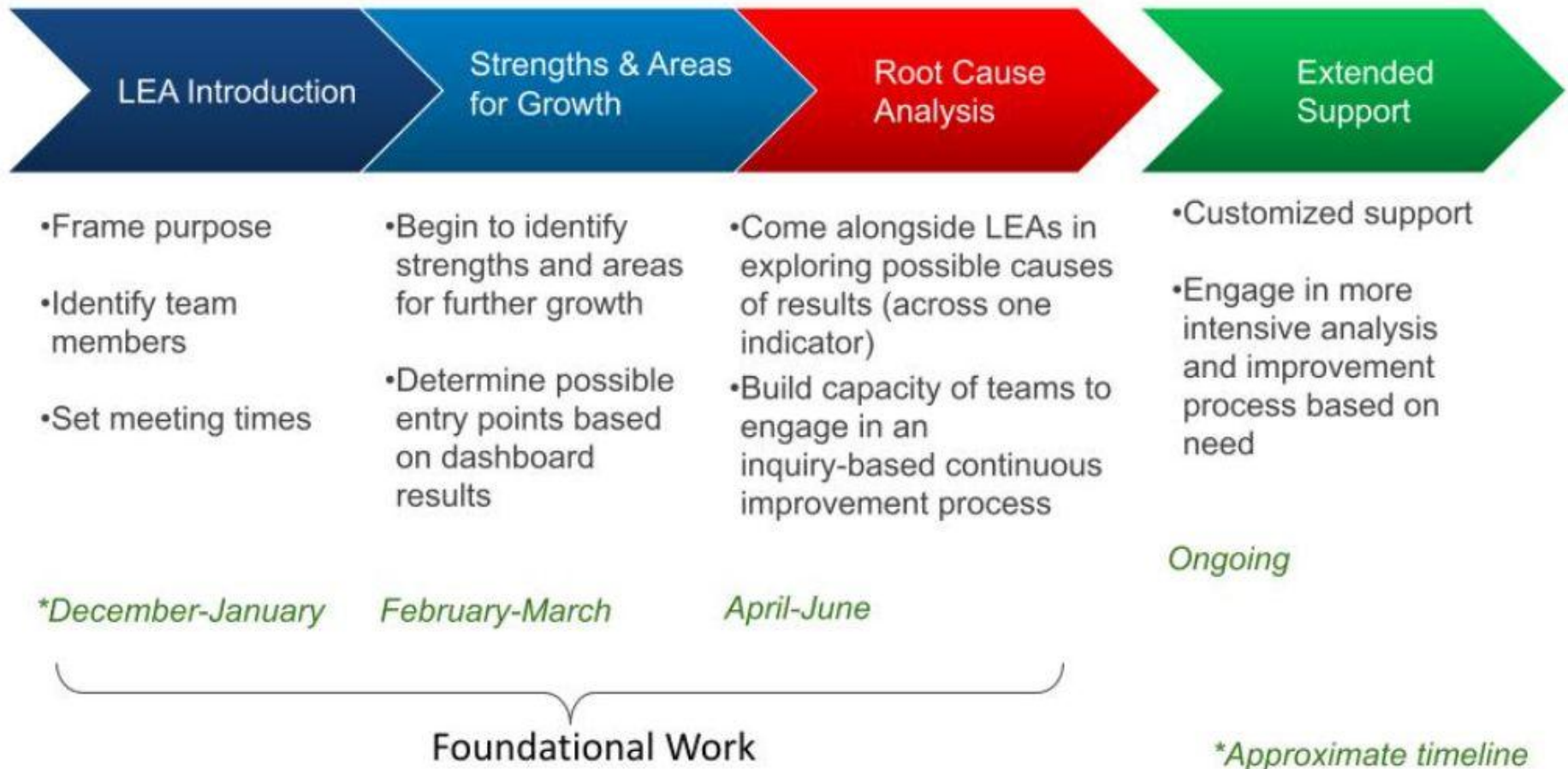
YCOE Districts Identified for DA (2018 - 2022)

District	Dashboard Year 2018	Dashboard Year 2019	Dashboard Year 2020	Dashboard Year 2022
Marysville Joint Unified School District	✓	✓	✓	✓
Camptonville		✓		
Wheatland Elementary		✓		✓
Wheatland High School		✓		✓
Plumas Lake Elementary	✓			✓

YCOE Districts Identified for DA (2023)

Student Group	Pupil Achievement	Pupil Engagement	School Climate
Marysville Joint Unified School District			
<i>African Americans</i>	ELA and Math		Suspension
<i>Students with Disabilities</i>	ELA and Math	Graduation rate	Suspension
<i>Homeless</i>	ELA and Math		Suspension
<i>Foster Youth</i>	ELA and Math		Suspension

Differentiated Assistance Facilitation Process



Next Steps



The Journey ahead:

- Strong relationships
 - District Needs
 - Coaching and Support
 - Communication
- Collaboration Effort between Ed Services and Districts to determine root causes and facilitate continuous improvement.
- Support Districts in focusing on quality instruction to support ALL students
 - Professional Development
 - Coaching
 - Data Analysis

Questions?



Arts, Music, and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan

LEA Name:	Yuba County Office of Education (YCOE)
Contact Name:	Bobbi Abold
Email Address:	bobbi.abold@yubacoe.k12.ca.us
Phone Number:	5307494872

Total Amount of funds received by the LEA:	128,113.00
---	------------

Date of adoption at a public meeting:	01/10/2024 04:30 pm
--	---------------------

[AB 181 Sec. 134](#)

[AB 185 Sec. 56](#)

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars (\$3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:

- (A) Visual and performing arts.
- (B) World languages.
- (C) Mathematics.
- (D) Science, including environmental literacy.
- (E) English language arts, including early literacy.
- (F) Ethnic studies.
- (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
- (H) Media literacy.
- (I) Computer science.
- (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Purchase Edgenuity Curriculum	0	25,000.00	0	0	25,000.00
Purchase Nucleos Web-based platform	0	0	0	0	
Career Technical Education in Digital Media Arts	0	0	75,000	0	75,000.00
Subtotal		25,000.00	75,000.00		100,000.00

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional development for de-escalation and restorative justice practices	0	0	28,113.00	0	28,113.00
Subtotal			28,113.00		28,113.00

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils’ home languages, to support pupils’ independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils’ home and community experiences and be available in English, pupils’ home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(4) Operational costs, including but not limited, to retirement and health care cost increases.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(5) As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(6) N/A

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

Summary of Expenditures

Total Planned Expenditures by the LEA:	128,113.00
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(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)		25,000.00	75,000.00		100,000.00
Subtotal Section (2)			28,113.00		28,113.00
Totals by year	0.00	25,000.00	103,113.00	0.00	128,113.00

Total planned expenditures by the LEA:
128,113.00

General Instructions

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thomas E. Mathews Community School/Harry P.B. Carden	58105870113274/58105876070940	12/11/2023	01/10/2024

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Yuba County Office of Education (YCOE) provides educational services to meet the needs of students in Court and Community School Programs.

H.P.B. Carden School, located in the Tri-County Juvenile Rehabilitation Center, provides a Western Association of Schools and Colleges (WASC) accredited alternative learning program for incarcerated students. Carden School provides the educational component of two programs within the facility. One serves the students from Colusa, Sutter, and Yuba counties who are incarcerated in the Juvenile Hall temporarily, while awaiting pending disposition before the Juvenile Court, and youth that have a long term commitment.. The other, The Maxine Singer Youth Guidance Center, is an extended placement commitment center serving incarcerated youth from multiple counties within a larger geographical area, with at least a 365-day court commitment.

Thomas E. Mathews County Community School provides educational services for Yuba County students who are expelled from their school of residence, on probation, referred by probation, on truancy contracts, or demonstrating out-of-control behavior.

Over the last five years, enrollment at H.P.B. Carden School in the TRJRC has been steadily declining due to the decrease in incarceration rates of youth. Average daily attendance rates fluctuate based on length of detention per court orders. Thomas E. Mathews enrollment is also declining due to implementation of reinstatement processes referring students back to their school of residence in alignment with our program goals.

All plans are aligned, developed with educational partner input, and address needs identified in ongoing review of multiple measures and needs assessments.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In November 2023, a comprehensive needs assessment survey was administered to all parents, students, and staff. The data collected is being analyzed and conclusions will be used in consideration of application to the California Community School Partnership Programs grant. Data analysis results will be shared with parents, students, staff and community members in Winter 2024. The data will also be considered in the development of the 2024-2025 School Plan for Student Achievement.

Enrollment and Individual Learning Plan (ILP) meetings provide an on-going opportunity for parents and students to provide feedback regarding the needs of their student and the effectiveness of school programs to meet those needs.

Staff meetings provide an on-going opportunity for parents and students to provide feedback regarding student needs and the effectiveness of school programs to meet those needs.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school administrator conducts regularly scheduled formal annual observations in alignment with policy and bargaining agreements. Informal walkthroughs occur throughout each month. The administrator uses local informal observation tool and conducts follow-up coaching meetings as needed.

Data indicates staff need coaching and feedback on standards implementation, engagement, and ensuring students understand learning outcomes. Identified needs are based on the instructional program (multiple grade levels, content areas, transiency, and skill level) so that on-going coaching and feedback support staff with maintaining consistent instructional practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

On a yearly basis, the school facilitates state and local assessments to inform and guide student success. Throughout the year, schools utilize formative, local assessments to provide a baseline on student performance and to analyze student strengths and provide interventions and support as needed. Due to the nature of our demographics, enrollment, attrition rates, and the unique learning conditions that our students experience, we prioritize the use of formative, local assessments. Our local assessments are Renaissance Star reading and math assessments, as well as classroom based formative assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Students' assessment data results, from both state standardized assessments and formative, local assessment data, are recorded in the student's Individual Learning Plan (ILP). Staff review assessments, develop student goals based on results, create intervention strategies, and monitor and support student progress. During collaborative school site meetings, teachers, staff, and administrators evaluate learning outcomes and discuss appropriate interventions, accommodations, and supports to facilitate student learning and support.

YCOE is in the process of developing a local data collection/disaggregation system in 2023-2024 to support ongoing needs assessment evaluation for overall students and student groups. Data is aligned with the Eight State Priorities required in the LCAP, the CA Dashboard indicators, and alternative local metrics and outcomes that measure non-traditional program setting successes. The data system will continue to be developed and systems put in place throughout the coming school year to ensure long-term sustainability.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Hiring and retaining highly qualified staff is a challenge across the state, in school districts across our county and in our alternative education programs. 75% of our staff are highly qualified as defined by the state of California. Ongoing professional development is provided to ensure staff are current with standards-based instruction, Multi-tiered System of Support (MTSS) model and the use of effective strategies with at-risk youth.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

75% of teachers are properly credentialed and authorized under Ed Code 44865. Staff receive annual professional development based on identified need. Professional development is offered through the County Office, professional organizations and curriculum companies. 100% of students have access to board approved instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is aligned with the needs assessment and site plan goals. The majority of the professional development is facilitated through YCOE-certificated and trained staff. Professional development is also provided by outside agencies certified in their appropriate content and service areas. Standards-based professional development is supported by YCOE's Curriculum and Instruction Director through onsite training, Professional Learning Communities, and scheduled online learning opportunities.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our Professional Development is aligned with needs assessment and plan goals. The majority of the professional development is facilitated through YCOE-certificated and trained staff. Professional development is also provided by outside agencies certified in their appropriate content and service areas. Standards-based Professional Development is supported by YCOE's Curriculum and Instruction Director through onsite training, collaborative learning communities, and scheduled online learning opportunities.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate within their school site and as departments in collaborative learning communities. Teachers also collaborate, locally, by department during Student Study Teams and when working on Individual Learning Plans. Finally, teachers collaborate with each other through the use of zoom meetings and Google, as necessary and appropriate.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum and instructional practices are aligned to the California State Standards, the ESSA, and the LCAP priority goals. On an ongoing basis, teachers collaborate through collaborative learning communities to ensure teachers gain valuable information, strategies, and resources, facilitated by our county Director of Curriculum and Instruction. Through this work, staff refine practices and interventions to meet the needs of the students. The instructional staff at these schools have prioritized standards to best meet the academic needs of students enrolled based on the following:

- The instructional staff operates with credentialing flexibility under CA Education Code 44865. Staff teach multiple grade levels and content areas.
- Enrollment in these schools is intended to be unstable. The intent of court and community schools is to prepare students to successfully transition back to their district of record.
- There is a strong and widely documented link between low literacy and incarceration.

The College Career Readiness Anchor Standards for Reading, Writing, Speaking, Listening, and Language were prioritized and aligned with the English Language Development Standards. The intent of this work is two-fold:

1. Carden and Thomas Matthews will develop instructional program coherence for students. Teachers will be able to more effectively plan and deliver instructional units for multiple grade levels and multiple subjects. Regardless of whether a student is enrolled for five days, five weeks, or five months, skills needed for college/career readiness will be emphasized.
2. Literacy standards in upper grades are predicated on teachers of ELA, history/social studies, science, and technical subjects collaboratively using their content area expertise to help students meet literacy challenges in their respective fields in order to become college and career-ready. At these schools, the teachers are generally one and the same.

Standards are being aligned with instructional units. Implementation is observed during informal classroom walkthroughs. Feedback, and coaching support consistent and ongoing implementation. Standards will be finalized (reviewed and adjusted as needed) through Spring 2025.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The schools adhere to state and federal guidelines for instructional minutes per grade level.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Based on student needs and their enrollment and attrition rates, we provide Individual Learning Plans to assess and support credit recovery, course completion, interventions, course acceleration opportunities, and Special Educational support within the Master Schedule.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Students at Carden and TEM have full access to standards-aligned curriculum and intervention in online platform and onsite hard copy standards-aligned core instruction and support materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school utilizes a variety of instruction materials to meet the needs of our students. These resources are standards-based and aligned to our instructional programs. These materials include web-based and hard copy resources and materials (Edgenuity, Google Classroom, instructional supplements, and online assessments (RenStar).

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All Carden and TEM students are considered at-promise. Students enrolled in county office programs have access to full wrap-around services supporting academic, health, social, and emotional needs.

Evidence-based educational practices to raise student achievement

All Carden and TEM students are considered at-promise. Students enrolled in county office programs have access to full wrap-around services supporting academic, health, social, and emotional needs. Based on recent 2022-23 data analysis using multiple measures, as detailed in the Increased Improved Services section of this LCAP, all program students continue to experience significant barriers to being on track to graduate, college and career-ready. As part of the enrollment process, students and parents meet with the administration and go through an Independent Learning Plan development process. ILP review shows that most students are credit deficient and have significant academic achievement gaps.

In 2023-24, the following actions and services will continue to support progress towards Goal 1 by ensuring the teachers receive professional development in English Language Arts and mathematics and develop content area scope and sequence for each curriculum (1.1), are provided with curriculum and materials (1.3) (1.8) and use a robust assessment system (1.4) to identify targeted areas of need to be addressed in Intervention (1.3) thereby resulting in students receiving effective instruction and intervention necessary to meet grade-level academic standards and obtain credits towards graduation.

Specific English Learner actions and services are not included in the LCAP as the EL student group is not numerically significant with less than 10 enrolled in the Court and Community School program. All EL students receive integrated English Language Development (ELD) support in the content area classes, as well as specific ELD instruction during targeted intervention, both based on individual student ELD levels.

Students who are eligible for Special Education services receive services from a Special Education teacher in collaboration with General Education teachers as determined by their Individual Education Plan (IEP). Additionally, in 2023-24, based on consultation with SELPA administration and an ongoing review of root cause analysis findings during 2021-22 Special Education Plan development indicated a continued need for processes and procedures to monitor ILPs, implement multi-tiered systems of support (MTSS) with fidelity, and provide staff onboard training with all school systems to address "out" indicators of graduation rate and college and career.

Yuba COE Court & Community School program focuses on credit recovery, improving social-emotional learning and behavior skills, and returning students to their district of residence. Successful completion of courses that satisfy the requirements for entrance to the University of California and the California State University is not a primary focus for our student population. However, A-G course offerings are available for students who were identified for placement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The basic needs of students enrolled in the court school are met entirely by the state/juvenile hall operating in loco parentis. Instructional and social-emotional learning resources are provided by the Yuba County Office of Education in partnership with juvenile hall/probation. Parent engagement opportunities include, but are not limited to, the School Site Council, and the Parent Project, Back to School and Open House events. School administration is working closely with probation intervention counselors to increase the opportunities for parents of incarcerated youth.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, parents, teachers, staff, community members, probation partners, and the administration are actively involved in the development of the Single Plan for Student Achievement, the Local Control Accountability Plan, the Western Association of Schools and Colleges Accreditation document, ESSA, and Categorical Funded Programs (Title I, II, III, IV budgets). These groups review key indicators, student enrollment and demographics, academic performance, reclassification and progress of English Language learners to monitor progress and ensure school site goals align and are focused on student achievement.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds received through the Consolidated Application include:
Title I Part D Neglected or Delinquent funding is used to provide a Youth Advocate position. The Youth Advocate provides transition support services, college and career readiness programs, gang prevention programs, family advocacy center, and student mentoring programs, as well as other local grant funded program services.
Title II Part A funding is used to provide teacher and administrator training and professional development, as well as support for new teachers participation in the local teacher induction program.
Title III Part A funding is used to provide professional development to support English language development instructional strategies.
Title I Part A funding is new and will be used to provide additional college and career programs and other services to be determined by further program evaluation.
Title IV funding is also new and will be used to implement new programs to be determined by further program evaluation.

Fiscal support (EPC)

Title I,II, III, IV

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School staff and parent partners met to review the needs assessment and progress of student groups on May 24, 2023. During this meeting, actions were defined, and services suggested for our School Wide Plan for 2023-24. A School Site Council was created in November 2023. They met and approved the SPSA on December 11, 2023. We have scheduled meetings throughout the school year to review, update and plan for the 24-25 school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities for Thomas E. Mathews and Harry P. B. Carden are reflected in data analysis. Inequities in the court and community school programs are largely academic. All students have access to all teachers in each program. A multi-tiered system of support model is implemented to provide interventions and supports needed so that students can engage in and fully access their educational program.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	3.9%	2.04%	2.08%	2	1	1
African American	9.8%	8.16%	8.33%	5	4	4
Asian	3.9%	2.04%	4.17%	2	1	2
Filipino	%	%	0%			0
Hispanic/Latino	39.2%	44.90%	50%	20	22	24
Pacific Islander	%	%	0%			0
White	37.3%	36.73%	33.33%	19	18	16
Multiple/No Response	5.9%	6.12%	2.08%	3	3	1
	Total Enrollment			51	49	48

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7		1	1
Grade 8		2	6
Grade 9	9	17	21
Grade 10	10	15	9
Grade 11	11	7	7
Grade 12	21	7	4
Total Enrollment	51	49	48

Conclusions based on this data:

1. Most of the community and court school population consists of high school students, and each year the majority of students are enrolled in grades 10-12.
2. Hispanic and White students represent most of the student population.
3. Over the three year period, more African American and Hispanic and fewer White students are being incarcerated.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	6	11	13	17.80%	32.7%	41%
Fluent English Proficient (FEP)	7	6	2	16.80%	22.5%	7.7%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The number/percentage of English Learners is increasing over time.
2. Students are not being reclassified while enrolled in court/community school.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		7	*		5	*		5	*		71	
Grade 8	*	9	6	*	0	4	*	0	4		0	66.7
Grade 11	23	16	4	16	4	*	8	0	*	70	25	
All Grades	23	32	13	16	9	6	9	5	6	50	39	46.2

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8	*		*	*		*	*		*	*		*	*		*
Grade 11	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 7		*	*		*	*		*	*		*	*
Grade 8	*		*	*		*	*		*	*		*
Grade 11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*	*		*	*		*	*
Grade 8	*		*	*		*	*		*
Grade 11	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*	*		*	*		*	*
Grade 8	*		*	*		*	*		*
Grade 11	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*	*		*	*		*	*
Grade 8	*		*	*		*	*		*
Grade 11	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Participation rates fell below the 95% requirement.
2. There are too few students to publicly report.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		7	*		6	*		6	*		85.7	
Grade 8	*	9	6	*	*	4	*	*	4			66.7
Grade 11	23	16	4	15	4	*	15	4	*	65.5		
All Grades	23	32	13	15	12	6	16	12	6	64.9	48.8	46.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Participation rates fall below the required 95%.
2. There are too few students to publicly report.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 7		*		*		*		*
Grade 8	*	*	*	*	*	*	*	*
Grade 9		*		*		*		*
Grade 10		*		*		*		*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*		*		*		*	0
All Grades							4	11

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
8	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
All Grades	*	9.09	*	9.09	*	45.45	*	36.36	*	11

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
8	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
All Grades	*	18.18	*	27.27	*	36.36	*	18.18	*	11

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
8	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
All Grades	*	9.09	*	0.00	*	36.36	*	54.55	*	11

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
8	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	54.55	*	45.45	*	11

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
8	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
All Grades	*	45.45	*	45.45	*	9.09	*	11

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
8	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
All Grades	*	9.09	*	18.18	*	72.73	*	11

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
8	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	54.55	*	45.45	*	11

Conclusions based on this data:

1. There are too few students to publicly report.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
48	97.9	18.8	2.1
Total Number of Students enrolled in Thomas E. Mathews Community School/Harry P.B. Carden.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	18.8
Foster Youth	1	2.1
Homeless	9	18.8
Socioeconomically Disadvantaged	47	97.9
Students with Disabilities	15	31.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	8.3
American Indian	1	2.1
Asian	2	4.2
Hispanic	24	50
Two or More Races	1	2.1
White	16	33.3

Conclusions based on this data:

1. The percentage of socio-economically disadvantaged, homeless, foster and students with disabilities are all above average for schools in our state but are representative of our community's need.
2. The primary enrollment consists of students identifying as White or Hispanic.

School and Student Performance Data

Overall Performance


The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career No Status Level		Suspension Rate  Red

Conclusions based on this data:

1. The Suspension rate at TEM is an area of concern and identified causes, actions and goals have been outlined in the Special Education Plan (SEP) and in stakeholder meetings to document plans.
2. This data does not reflect Carden where the suspension rate is very low and there are too few students to populate CA Dashboard achievement data.

School and Student Performance Data

Academic Performance English Language Arts

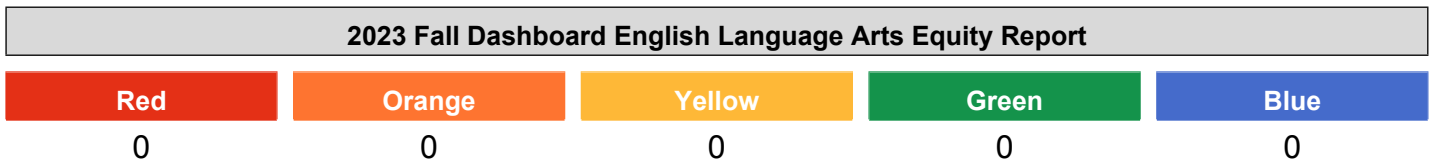
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Less than 11 Students 8 Students	English Learners Less than 11 Students 1 Student	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Less than 11 Students 8 Students	Students with Disabilities Less than 11 Students 1 Student

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 4 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 1 Student	0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. TEM students are more than 200 points from standard in ELA.
2. This data does not reflect Carden where there are too few students enrolled to populate data on the CA Dashboard.

School and Student Performance Data

Academic Performance Mathematics

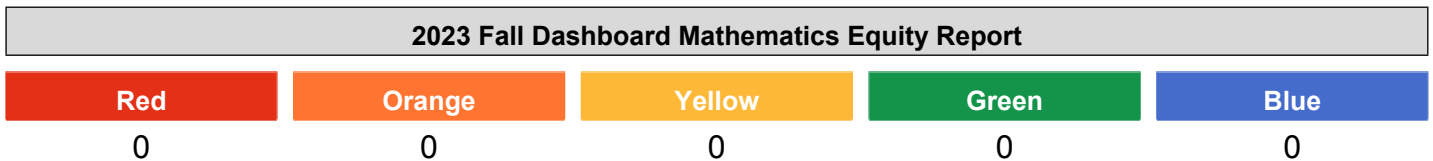
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Less than 11 Students 8 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	Less than 11 Students 8 Students	Less than 11 Students 1 Student

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 4 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 1 Student	0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. Students at TEM are more than 200 points from meeting standards.
2. This data does not reflect Carden where there are too few students enrolled to publicly report CA Dashboard data.

School and Student Performance Data

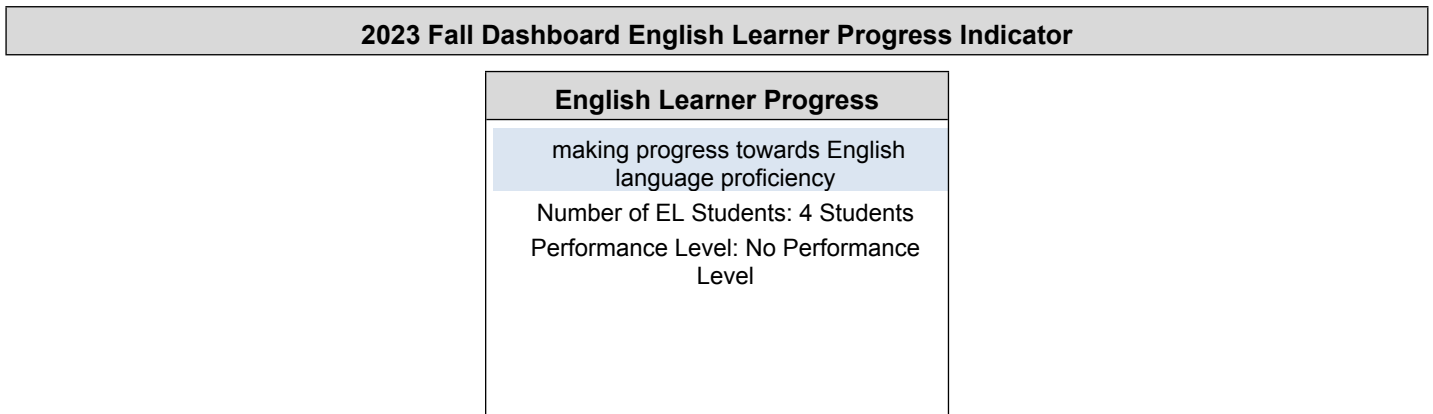
Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

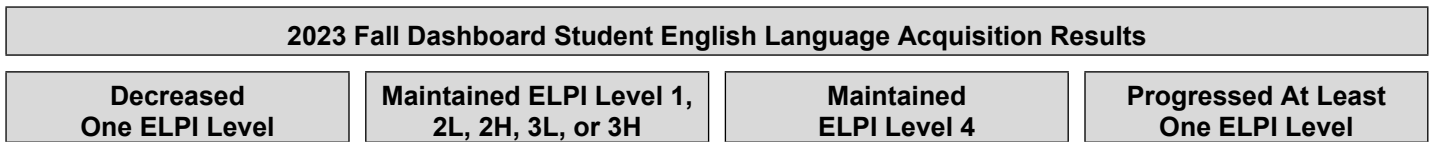
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Conclusions based on this data:

1. No data for analysis - local indicators to be utilized.

School and Student Performance Data

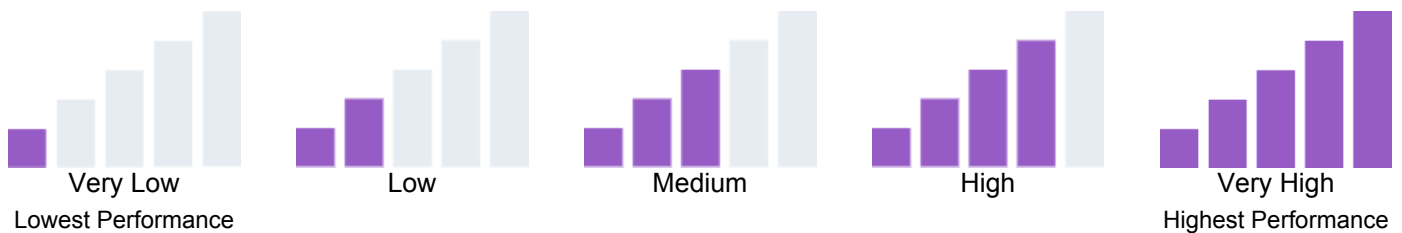
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

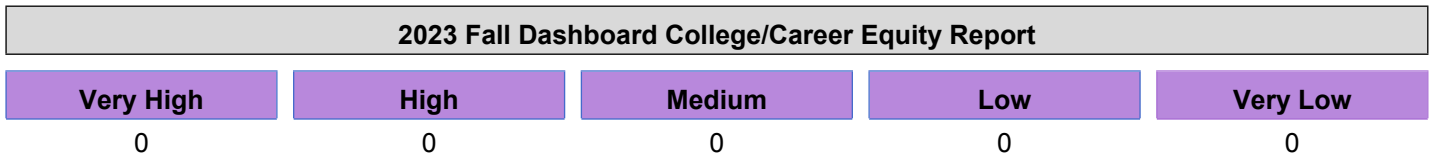
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

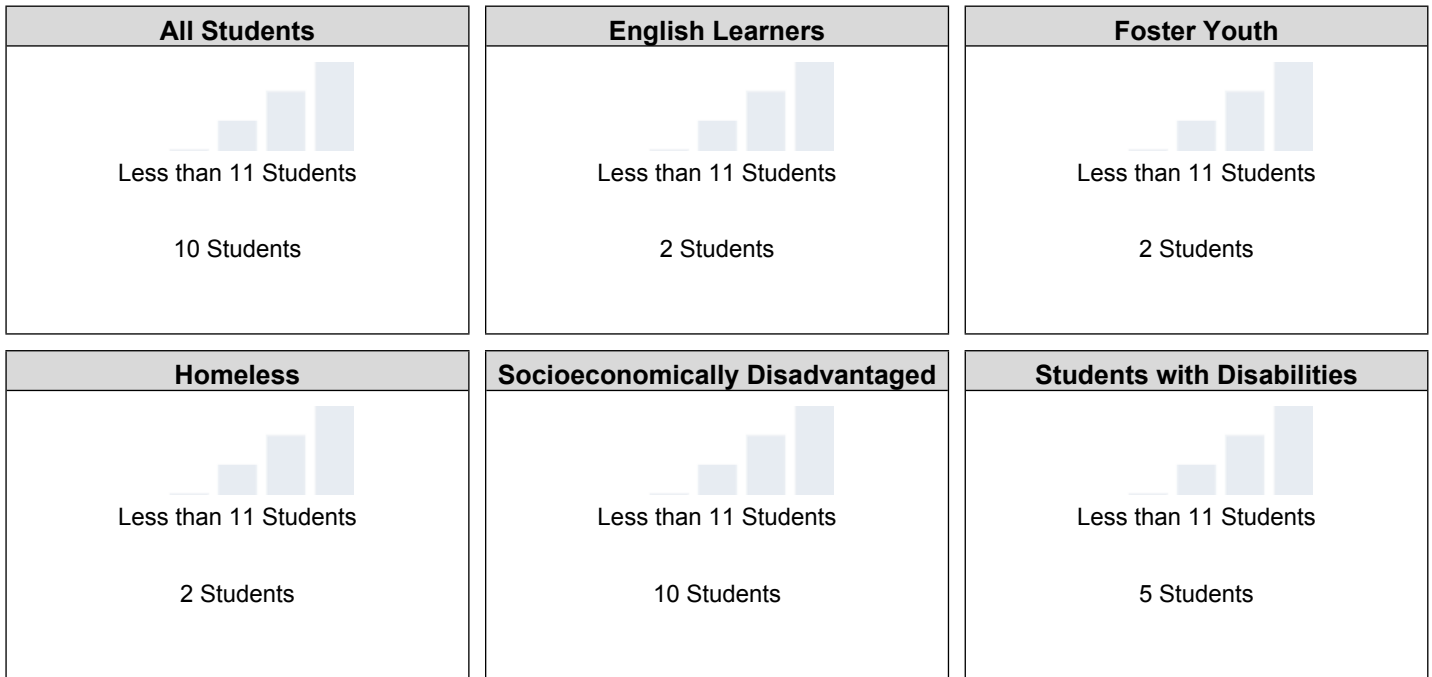


This section provides number of student groups in each level.

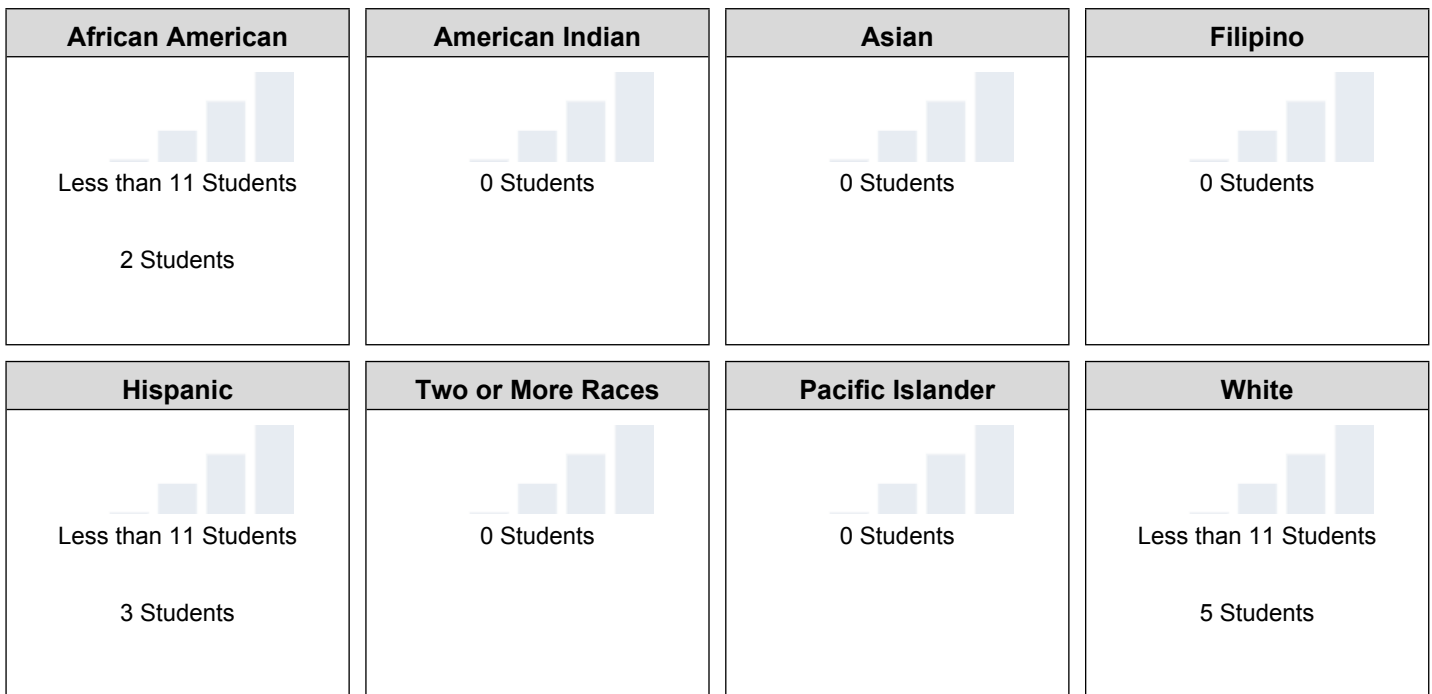


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. No performance data displayed on the Dashboard - local indicators collected and measured through the Youth Advocacy Prevention and CTE programs to be utilized.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

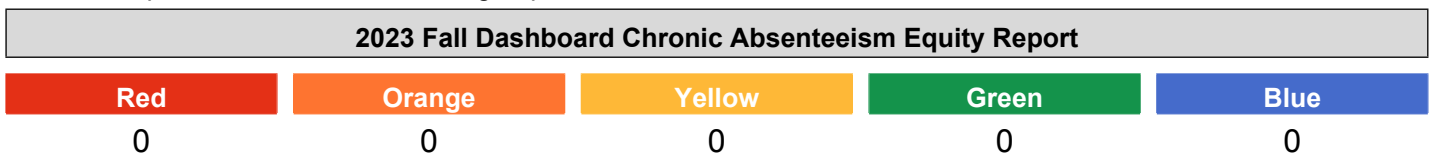
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students 100% Chronically Absent Increased 25 15 Students	English Learners Less than 11 Students 1 Student	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged 100% Chronically Absent Increased 25 15 Students	Students with Disabilities Less than 11 Students 4 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 7 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. TEM has a high rate of chronic absenteeism.
2. This data does not reflect incarcerated youth at Carden where there is no chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

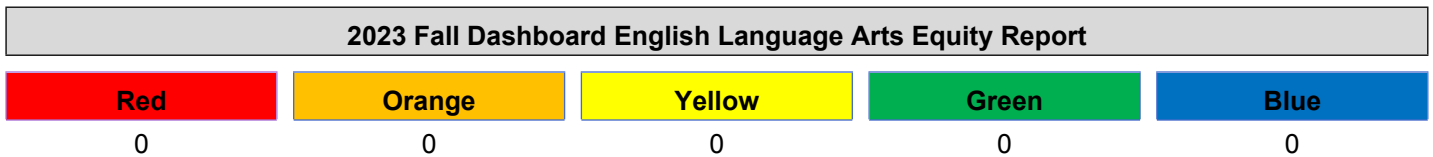
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Less than 11 Students	Less than 11 Students	Less than 11 Students
10 Students	2 Students	2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Less than 11 Students	Less than 11 Students
2 Students	10 Students	5 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students

Conclusions based on this data:

1. TEM graduates approximately 50% of students.
2. This data does not include Carden where there are too few students to publicly report CA Dashboard data.

School and Student Performance Data

Conditions & Climate Suspension Rate

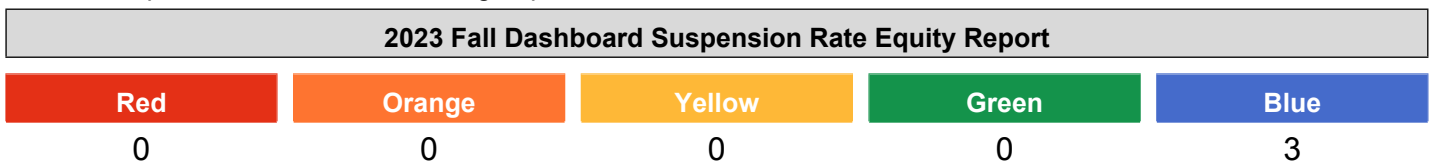
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Red 48.7% suspended at least one day Increased 39.4 78 Students	English Learners 61.5% suspended at least one day Increased 49 13 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged Red 51.4% suspended at least one day Increased 42.1 74 Students	Students with Disabilities 51.9% suspended at least one day Increased 41.1 27 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 52.8% suspended at least one day Increased 38.8 36 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 Red 51.6% suspended at least one day Increased 48.8 31 Students

Conclusions based on this data:

1. TEM has a high rate of suspension, especially among Hispanic students.
2. This data does not include incarcerated youth at Carden where suspension is not an issue.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Improve and support student learning to close achievement gaps and ensure all students successfully transition back to schools of residency, on track to graduate (or equivalent), being college and career ready.

Goal 1

Improve and support student learning to close achievement gaps and ensure all students successfully transition back to schools of residency, on track to graduate (or equivalent), being college and career ready.

Identified Need

Students are far behind their academics due to many contributing factors. Students historically score far below basic on standardized tests and are credit deficient.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will meet standard expectations of graduation requirements and college and career readiness set forth in the Individual Learning Plans (ILP).	2022-2023 TEM: N/A Carden: N/A	Students will meet the baseline expectation of standard met within the ILP.
1.4 - California State Standard implementation as measured with local observation tool 1.4 - Increase of California State Standard implementation, as measured by local observation tool	2021-2022 Site administration performed standard implementation observation walk throughs without a formal local observation tool	Students will meet the baseline expectation of 25% standard as measured by local observation tool.
1.6 % of Local benchmark assessment proficiency 1.6 - Increase local benchmark assessment proficiency Renaissance math and reading by 5%	Spring 2023 STAR 0 % of students proficient	Student grade level proficiency based on local benchmarks for Renaissance math and reading will increase by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1.7 - % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts</p> <p>1.7 - Increase 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts</p>	<p>2021-22</p> <p>0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Art</p>	<p>Student grade level proficiency based on local benchmarks for reading will increase by 3%. (Alternative testing authorized due to Covid-19)</p>
<p>1.8 - % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics</p> <p>1.8 - Increase 3 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics</p>	<p>2021-22</p> <p>0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics</p>	<p>Student grade level proficiency based on local benchmarks for math will increase by 3%. (Alternative testing authorized due to Covid-19)</p>
<p>1.9 - % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards</p> <p>1.9 - Increase from 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards</p>	<p>2021-2022</p> <p>0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards</p>	<p>Student Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards will Increase by 3%</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development teachers: Curriculum and instructional development and delivery, online and classroom learning platforms, and intervention and support strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,000

Source(s)

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide 1.5 FTE Intervention Teachers to coordinate and deliver supports and interventions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

150,000

Source(s)

Title I

Salaries and Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Fully Implement Edgenuity Curriculum and Intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

165,000

Source(s)

LCFF

00

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement web-based local assessment system

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,5000

Source(s)

LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain site based technology work plan .

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Career Technical Education program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
75,000	Title I
70,000	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide College Readiness and Hall to Home Transition program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	Title I
50,000	LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Pilot Supplemental Instructional Materials to support interventions and credit recovery

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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25,000

LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Food Services staff to decrease food insecurities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15,000

LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

N/A

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate Improvements

LEA/LCAP Goal

Foster respectful, collaborative and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful.

Goal 2

Foster respectful, collaborative and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful.

Identified Need

All students need to be prepared for post-secondary education, college, and career to ensure future success and to prevent recidivism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator 2.1 Attendance rates 2.1-Increase attendance rates from 85% to 88%	2021-2022 85% Attendance rate	Student attendance will remain at 96% at Carden Student attendance will increase to 88% at TEM
Metric/Indicator 2.2 Truancy/chronic absenteeism rates 2.2 Decrease truancy/chronic absenteeism rates from 15% to 12%	2021-2022 15% Truancy/chronic absenteeism rates TEM	Chronic absenteeism rate will remain at 4% Carden Chronic absenteeism rate will decrease to 12% at TEM
Metric/Indicator 2.3 Discipline referral rates for disruption including suspension 2.3 Decrease discipline referral rates for disruption from 12% to 10%	2021-2022 Discipline referral rates for disruption: 12%	Discipline referral rates for disruption will decrease to 10% at Carden Discipline referral rates for disruption will decrease to 10% at TEM
Metric/Indicator	2021-2022 Discipline referral rates for major incidents 50% Carden	Discipline referral rates for major incidents will decrease to 40% at Carden

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2.4 Discipline referral rates for major incidents including suspension 2.4 Decrease Discipline referral rates for major incidents by 10%	Discipline referral rates for major incidents 60% TEM	Discipline referral rates for major incidents will decrease to 50% at TEM
Metric/Indicator 2.5 PBIS implementation 2.5 Maintain at least 95% PBIS implementation Baseline 2.5 95% PBIS implementation	2021-2022 PBIS Implementation TFI 80%	TBD by data analysis for the current school year.
Metric/Indicator 2.6 Connectedness factors on CHKS 2.6 Raise Connectedness factors CHKS to 65%	2021-2022 Connectedness factors: 62%	TBD by data analysis, when available.
Metric/Indicator 2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs 2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs Baseline 2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs	NA	NA
Metric/Indicator 2.8 Pupil expulsion rates are not applicable to Court & Community School Programs 2.8 Pupil expulsion rates are not applicable to Court & Community School	NA	NA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Programs Baseline 2.8 Pupil expulsion rates are not applicable to Court & Community School Programs		
Metric/Indicator 2.9 Parent survey participation rate 2.9 Increase parent survey participation rates by 18% based on baseline	2021-2022 Parent Survey had a participation of 72% TEM	Parent survey participation rate will increase to 90%.
Metric/Indicator 2.10 Parent participation in school activities rate 2.10 Increase parent participation in school activities by 10%	2021-2022 Parent participation in school activities rate data is not available. 80% of parents participated in Individual Learning Plan meetings	TBD by the facilitation of data collection in the upcoming school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2.1 Implement at least one high interest student activity per semester

Strategy/Activity

Student field trips and student store are used to incentivize PRIDE values at school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2.2 Host Quarterly family involvement activities to improve communication with parents of English Learners, Foster Youth, Low Income and special needs students by building relationships with school staff and providing training with content relevant to student needs

Strategy/Activity

School Site Council meets every other month to improve communication parents of English Learners, Foster Youth, Low Income and special needs students, Staff work on collaboration using our ILP to build relationships with parents student to identify and support student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2.3 Continue to coordinate Positive behavior Intervention Supports (PBIS): SWIS data system Behavior incentives PBIS training PBIS Coach

Strategy/Activity

PBIS training, professional development, and coaching provided to staff. Staff meet monthly to review PBIS and student data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

60,000

Source(s)

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2.4 Provide Behavior Specialist to provide intensive trauma training and positive behavior support plans

Strategy/Activity

Trauma Informed practices professional development scheduled and provided to staff.
Board Certified Behavior Analyst

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

73,000

Source(s)

LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2.6 Provide Restorative Justice Practice training and implementation

Strategy/Activity

Professional development for Restorative Justice and Practice provided to all staff. Written policy and procedure developed and used to support staff learning and implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

32,000

Source(s)

LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2.7 Continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services

Strategy/Activity

As a part of the Parent engagement process at both sites, TEM and Carden provide resources, support, and communication to increase participation in the Parent Project.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

35,000

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2.8 Continue to provide probation officer

Strategy/Activity

TEM provided with Probation officer onsite to support students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

65000

LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2.9 5% SARB Coordinator to support system intervention to improve truancy student attendance

Strategy/Activity

SARB Coordinator appointed to serve at the Yuba County Office of Education to support and improve student truancy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2.10 Provide Student Resource Officer

Strategy/Activity

SRO at TEM to provide and support student services on site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

30000

LCFF

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

NA

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

NA

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$991,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$275,000.00

Subtotal of additional federal funds included for this school: \$275,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$5,000.00
LCFF	\$703,000.00
LCFF - Supplemental	\$8,000.00

Subtotal of state or local funds included for this school: \$716,000.00

Total of federal, state, and/or local funds for this school: \$991,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	5,000.00
LCFF	703,000.00
LCFF - Supplemental	8,000.00
Title I	275,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	696,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		5,000.00
	LCFF	170,000.00
	LCFF	533,000.00
	LCFF - Supplemental	8,000.00
	Title I	125,000.00
	Title I	150,000.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1
Goal 2

683,000.00
308,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Sherry Fortner	Principal
Iset Romero	Other School Staff
Terri Arnold	Classroom Teacher
Angie Bracco	Classroom Teacher
Dan McCallister	Classroom Teacher
Jason Roper	Parent or Community Member
Lacey Romero	Parent or Community Member
Rotating 3/meeting-Carden: R. Hernandez E. Brown L. Lule J. Favela I. Sandoval and TEM: A. Aleman V. Jones M. Rubio V. Sanders T. Taylor K. Vang	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature


Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/11/23.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is cursive and appears to read 'Sherry Fortner'. The bottom signature is also cursive and appears to read 'S. Fortner'.

Principal, Sherry Fortner on 12/11/23

SSC Chairperson, Sherry Fortner on 12/6/23



Rob Gregor
Superintendent of Schools

YCOE SDC Programs
801 Olive Street / Wheatland, CA / 95692
Tel: 530-749-4940 / Fax: 530-633-3117
Special Education Administrators
Courtney Coburn
Lee Canady
Samantha Chan
Lupe Sotelo

December 12, 2023

UMPQUA Bank
700 E St, Marysville, CA 95901

To Whom It May Concern,

Please add the following employees to the Yuba County Office of Education School account: 0178001058
Secretary Jodi Mussallem and Principal, Samantha Chan.

Please remove: Joshua Brock, Principal, Robin Bogdanoff, TeAnna Bendure and Jodi Kerr.

Thank you,

A handwritten signature in black ink, appearing to read 'Courtney Coburn', written in a cursive style.

YCOE Special Education Principal