

YUBA COUNTY BOARD OF EDUCATION

935 14th Street
Marysville, CA 95901

Agenda

January 12, 2022



Marjorie Renicker, President

John Nicoletti

Carlton Ashlock

Desiree Hastey

Eva Teagarden, Vice President

Trustee Area 1

Trustee Area 2

Trustee Area 3

Trustee Area 4

Trustee Area 5



Francisco Reveles, Ed.D.
Superintendent

YUBA COUNTY BOARD OF EDUCATION

REGULAR MEETING

Wednesday, January 12, 2022 – 4:30p.m.

Yuba County One Stop, Beckwourth Room

1114 Yuba Street, Marysville, CA 95901

USE OF MASKS: In accordance with the California Department of Public Health (CDPH) mask guidance, Yuba County Office of Education requires the use of medical, surgical, or two fabric layer mask in all indoor spaces for all persons, with limited exceptions outlined in the guidance: [CDPHMaskGuidance](#).

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, 2021, BOARD MINUTES – Pages 1-8
- 4.2 TEMPORARY COUNTY TEACHER CERTIFICATES – Page 9
- 4.3 ADOPTION OF YUBA COUNTY OFFICE OF EDUCATION SPECIAL EDUCATION PROGRAMS SCHOOL CALENDAR FOR 2022-2023 - Pages 10-11
- 4.4 ACCEPTANCE OF \$2,000.00 DONATION FROM WINN FOUNDATION TO BENEFIT THOMAS E. MATHEWS COMMUNITY SCHOOL - Pages 12-14

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
SCHOOL BOARD RECOGNITION MONTH - Page 15
Dr. Reveles

ACTION ITEM

Yuba County Office of Education is proud to join more than 1,000 local educational agencies in the state in recognizing the contributions of board members during School Board Recognition Month.

- 5.2 THIS ITEM PROVIDES AN OPPORTUNITY FOR THE
DIRECTORS/SUPERINTENDENT/BOARD MEMBERS
TO SHARE VARIOUS ITEMS OF INTEREST

INFORMATION ITEM

- 5.3 COMMUNITY ENGAGEMENT LIAISON UPDATE
Amy Nore

INFORMATION ITEM

- 5.4 QUARTERLY REPORT ON WILLIAMS UNIFORM
COMPLAINTS - Page 16
Francisco Reveles, Ed.D.

INFORMATION ITEM

Dr. Reveles will share the Quarterly Report on Williams Uniform Complaints for October 1, 2021 – December 31, 2021, 2nd Quarter, pursuant to Education Code §35186.

6. EDUCATIONAL SERVICES

- 6.1 SCHOOL ACCOUNTABILITY REPORT CARDS
Leslie Cena & Bobbi Abold - Pages 17-80

INFORMATION ITEM

Staff will share information compiled for the 2020-2021 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.

7. FISCAL SERVICES

- 7.1 REVIEW OF AUDIT REPORT FOR 2020-2021
Aaron Thornsberry

INFORMATION ITEM

The Audit Report for 2020-2021 will be distributed for review. Acceptance of the Audit Report for 2020-2021 will be placed on the agenda for the February 2022 Board Meeting.

8. PUBLIC HEARING

- 8.1 REDISTRICTING FOLLOWING THE DECENNIAL
FEDERAL CENSUS – Page 81

INFORMATION ITEM

A public hearing will be held by the Yuba County Board of Education, sitting as the County Committee on School District Organization for the purpose of hearing comments from the public on adjustments to trustee area boundaries including a proposed map.

9. ADVANCED PLANNING

9.1 CONSIDERATION – RESOLUTION 2022-01
RESOLUTION RECOGNIZING A STATE OF EMERGENCY
AND AUTHORIZING TELECONFERENCED MEETINGS
PURSUANT TO AB 361- Pages 82-83
Dr. Reveles

ACTION ITEM

9.2 NEXT REGULAR BOARD MEETING
FEBRUARY 9, 2022 – 4:30P.M.
LOCATION: YUBA COUNTY ONE STOP,
BECKWORTH ROOM, 1114 YUBA STREET,
MARYSVILLE, CA 95901

**INFORMATION/
ACTION ITEM**

10. ADJOURN

ACTION ITEM

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

Monday, December 13, 2021 – 4:30pm

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

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	Trustee Desiree Hastey called a regular meeting of the Yuba County Board of Education to order at 4:30pm on December 13, 2021, at the Yuba County One Stop, Beckwourth room, 1114 Yuba Street, Marysville, CA.	CALLED TO ORDER: 4:30pm
ATTENDANCE, PLEDGE OF ALLEGIANCE	Present were Desiree Hastey, Marjorie Renicker, John Nicoletti, Carlton Ashlock and Eva Teagarden. Trustee Ashlock led the recital of the Pledge of Allegiance.	QUORUM PRESENT
2. PUBLIC COMMENTS	There were no comments from the public.	
3. APPROVAL OF AGENDA	Trustee Desiree Hastey directed Board members to the December 13, 2021, Agenda for their review and approval.	MOTION: To approve the December 13, 2021, Agenda as presented MOTION: John Nicoletti SECOND: Marjorie Renicker MOTION APPROVED
4. ANNUAL ORGANIZATIONAL MEETING	4.1 Confirm Time, Date and Place of Regular Board Meetings The Yuba County Office of Education presented a proposed meeting schedule for the 2022 calendar year. Regular Board Meetings will be held at the Yuba County One Stop, Beckwourth room, 1114 Yuba Street, Marysville, CA, on the second Wednesday of each month beginning at 4:30 p.m., the exception being: <ul style="list-style-type: none"> • June 22, 2022 	MOTION: To approve the 2022 Board Meeting Schedule as presented. MOTION: John Nicoletti SECOND: Eva Teagarden MOTION APPROVED

	<p style="text-align: center;">4.2 Election of President and Vice President</p> <p>Dr. Reveles presided over the election of the President. The process for nomination of officers was reviewed.</p> <p>Trustee Eva Teagarden nominated Trustee Marjorie Renicker for Board President. Trustee Renicker accepted the nomination.</p> <p>No other nominations for Board President were made. Upon a motion by Desiree Hastey, followed by a majority roll call vote, Trustee Marjorie Renicker was elected Board President of the Yuba County Board of Education.</p> <p>President Marjorie Renicker presided over the election of the Vice President.</p> <p>Trustee John Nicoletti nominated Eva Teagarden for Vice President. Trustee Teagarden accepted the nomination.</p> <p>No other nominations for Vice President were made. Upon a motion by Desiree Hastey, and followed by a majority roll call vote, Trustee Eva Teagarden was elected Vice President of the Yuba County Board of Education.</p> <p style="text-align: center;">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 Dr. Francisco Reveles as Secretary/Clerk to the Yuba County Board of Education.</p> <p style="text-align: center;">4.4 School Board Authorization Form</p> <p>Education Code §42632 and 42633 sets out the requirements for the filing with the County Superintendent of Schools the verified signature of each person, including members of the Board authorized to sign orders for the Board.</p>	<p>MOTION: To elect Marjorie Renicker as Board President ROLE CALL VOTE: Marjorie Renicker – Aye John Nicoletti – Aye Carlton Ashlock - Aye Desiree Hastey – Aye Eva Teagarden – Aye MOTION APPROVED</p> <p>MOTION: To elect Eva Teagarden as Board Vice President ROLE CALL VOTE: Marjorie Renicker – Aye John Nicoletti – Aye Carlton Ashlock - Aye Desiree Hastey – Aye Eva Teagarden – Aye MOTION APPROVED</p> <p>MOTION: To appoint Dr. Reveles as Secretary/Clerk as presented. MOTION: Desiree Hastey SECOND: Eva Teagarden MOTION APPROVED</p> <p>MOTION: To authorize Dr. Reveles to sign warrants and orders drawn on the funds of the County Office of Education and School Districts.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Leadership recommended the Board authorize Dr. Francisco Reveles 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>Board members volunteered for board committees as follows:</p> <ul style="list-style-type: none"> • Superintendent’s Salary Committee: Desiree Hastey and John Nicoletti • YCOE SELPA Operations Council: Marjorie Renicker • YCOE SELPA Community Advisory Committee: Marjorie Renicker and John Nicoletti • Yuba County Children’s Wellness and Child Abuse Prevention Council: Carlton Ashlock and Eva Teagarden • Budget Committee: Carlton Ashlock and Desiree Hastey 	<p>MOTION: John Nicoletti SECOND: Desiree Hastey MOTION APPROVED</p>
<p>5. CONSENT AGENDA</p>	<p>President Renicker directed board members to the December 13, 2021, Consent Agenda for their review and approval.</p> <p style="text-align: center;">5.1 Approval of November 10, 2021, Board Meeting Minutes</p> <p style="text-align: center;">5.2 Temporary County Teacher Certificates</p>	<p>MOTION: To approve the December 13, 2021, Consent Agenda as presented MOTION: Desiree Hastey SECOND: John Nicoletti MOTION APPROVED</p>
<p>6. SUPERINTENDENT’S REPORT</p>	<p>6.1 This Item Provides an Opportunity for the Directors/Superintendent/Board Members to Share Various Items of Interest</p> <p>Dr. Reveles shared the following items:</p> <ul style="list-style-type: none"> • Radio Interview Spot with Ken Hamel on 93q Continues 	

- Nov. 18 – Dr. Reveles Attended Camptonville School District Board Meeting
- Nov. 19 – Dr. Reveles Met with Appeal Democrat Reporter Regarding Letter to Governor Newsom
- Nov. 29 – Meeting with MJUSD Superintendent Dr. Fal Asrani
- Yuba County One Stop Hosts Winter Wonderland for Community Members
- Dec. 1 – Dr. Reveles Spoke at MJUSD Leadership Forum
- Dec. 4 – YCOE Participated in Marysville Christmas Parade
- Dec. 6 – Dr. Reveles Met with Wheatland Interact Students at Rotary Event
- Dec. 7 – Dr. Fal Asrani’s Advisory Committee Meeting
- Dec. 11 – YCOE Participated in Olivehurst Christmas Parade
- Re-Districting Information Shared

Trustee John Nicoletti gave an overview of his experiences after attending CSBA’s Annual Education Conference in San Diego.

6.2 Community Engagement Liaison Update

Amy Nore shared the following items:

- CDPH Updates Released Today. New mandate to take effect December 15, 2021, for indoor masking and travel advisories.
- Welcome Back to School Planning for Staff
- YCOE Partners with *So You Can* to collect macaroni and cheese
- Amy Nore appointed to the Yuba/Sutter Chamber of Commerce Board of Trustees

<p>7. HUMAN RESOURCES</p>	<p>7.1 Set Superintendent’s Salary/Benefits</p> <p>Human Resources Director Mary Hang directed board members to the proposed salary schedule on page 10.</p> <p>The Superintendent Salary Committee is recommending that the board approve the Superintendent’s Salary and Benefits for 2021-2022 fiscal year.</p> <p>All questions were addressed.</p>	<p>MOTION: To approve the Superintendent’s Salary and Benefits for 2021-2022 as presented. MOTION: John Nicoletti SECOND: Carlton Ashlock MOTION APPROVED</p>
<p>8. EDUCATION SERVICES</p>	<p>8.1 Approval of YCOE Educator Effectiveness Block Grant Expenditure Plan</p> <p>Bobbi Abold, Assistant Superintendent of Instruction, presented information on the YCOE Educator Effectiveness Black Grant Expenditure Plan last month in November. She requested board approval of the plan.</p> <p>8.2 California Healthy Kids Survey (CHKS) – Summary of Key Indicators</p> <p>Steven Rebozzi presented information on the California Health Kids Survey (CHKS). A summary of key indicators for Thomas E. Mathews and Harry P.B. Carden Schools were reviewed. All questions were answered.</p> <p>8.3 Resolution 2021-05 – Proud Parenting Grant Program</p> <p>Brendon Messina reviewed information on the Proud Parenting Grant Program. Yuba County Office of Education was awarded the Board and State of Community Correction (BSCC) Proud Parenting Grant. The grant requires a Board resolution authorizing a designated official to submit the grant proposal and sign the Grant Agreement with BSCC. Mr. Messina requested approval on Resolution 2021-05.</p>	<p>MOTION: To approve the YCOE Educator Effectiveness Block Grant Expenditure Plan as presented MOTION: John Nicoletti SECOND: Desiree Haste MOTION APPROVED</p> <p>MOTION: To approve Resolution 2021-05 as presented MOTION: Eva Teagarden SECOND: Carlton Ashlock MOTION APPROVED</p>

	<p style="text-align: center;">8.4 Yuba County Adult Education School</p> <p>Ken Hamel shared handouts and presented historical information on YCOE’s need for an Adult Education School. To address this need, Yuba County Office of Education is applying for a CDS Code, the unique official identification of a school within California. The CDS Code application process requires submission of local governing board minutes describing the approval to form and establish the school. Mr. Hamel requested that the board approve the establishment of Yuba County Adult Education School.</p> <p style="text-align: center;">8.5 Yuba County Adult Education School Mission Statement</p> <p>Ken Hamel noted that Yuba County Adult Education School is seeking to obtain accreditation through Western Association of Schools and Colleges (WASC). The WASC application requires documentation showing Board approval of the school mission statement. Mr. Hamel presented the mission statement and asked the board to approve the Yuba County Adult Education Mission Statement.</p>	<p>MOTION: To approve the establishment of Yuba County Adult Education School as presented. MOTION: Desiree Hastey SECOND: John Nicoletti MOTION APPROVED</p> <p>MOTION: To approve the Yuba County Adult Education Mission Statement as presented. MOTION: John Nicoletti SECOND: Desiree Hastey MOTION APPROVED</p>
<p>9. FISCAL SERVICES</p>	<p style="text-align: center;">9.1 Approval of First Interim Report for 2021-2022</p> <p>Chief Business Officer Aaron Thornsberry led a review of the 2021-2022 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 recommended that the Board approve the Interim Report and budget revisions contained therein for 2021-2022.</p>	<p>MOTION: To approve the Interim Report and budget revisions contained therein for 2021-2022 as presented. MOTION: John Nicoletti SECOND: Eva Teagarden MOTION APPROVED</p>

	<p align="center">9.2 Adoption of Resolution 2021-04 – Temporary Interfund Cash Transfers</p> <p>Aaron Thornsberry noted that Education Code Section 42603 authorizes inter-fund loans to cover temporary cash shortages.</p> <p>Mr. Thornsberry recommended that the Board adopt Resolution 2021-04 Temporary Interfund Cash Transfers.</p>	<p>MOTION: To adopt Resolution 2021-04 - Temporary Interfund Cash Transfers as presented MOTION: John Nicoletti SECOND: Desiree Hastey MOTION APPROVED</p>
<p>10. CLOSED SESSION</p>	<p align="center">10.1 Anticipated Litigation</p> <p>Members of the public exited the meeting room. A closed session Pursuant to Government Code Section 54956.9(d)(2): Significant exposure to litigation. (One potential case.) was called to order by President Renicker at 6:31pm.</p> <p>Closed session adjourned at 7:08pm</p> <p>President Renicker called the regular meeting back in session at 7:11pm.</p> <p>President Renicker reported out the following: The Board voted by a vote of 5 to 5, unanimously to pass a resolution to reject a claim brought pursuant to the Tort Claims Act, and to give the Claimant notice of the denial.</p>	<p>CLOSED SESSION CALLED TO ORDER: 6:31pm</p> <p>CLOSED SESSION ADJOURNED: 7:08pm</p> <p>REGULAR SESSION CALLED TO ORDER: 7:11pm</p> <p>REPORT OUT: The Board voted by a vote of 5 to 5, unanimously to pass a resolution to reject a claim brought pursuant to the Tort Claims Act, and to give the Claimant notice of the denial.</p>
<p>11. ADVANCED PLANNING</p>	<p align="center">11.1 Next Regular Board Meeting January 12, 2022 – 4:30pm Location: Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA 95901</p>	
<p>12. ADJOURNMENT</p>	<p>There being no further business for discussion, the meeting adjourned at 7:12pm.</p>	<p>MOTION: To adjourn MOTION: John Nicoletti SECOND: Desiree Hastey MEETING ADJOURNED: 7:12pm</p>

Respectfully submitted,

Francisco Reveles

Francisco Reveles, Ed.D.
Superintendent, Yuba County Office of Education

Recorded by:
Halee Pomeroy

Temporary County Certificates Issued
December 3, 2021 to January 4, 2022

<u>NAME</u>	<u>CREDENTIAL APPLIED FOR</u>	<u>PREV CRED</u>	<u>TCC EXPIRE</u>
Cervantes, Jorge	Preliminary Single Subject - PE, ext.	Yes	5/31/2022
Harryman, Crista	Emergency CLAD renewal	Yes	7/31/2022
Madott, Laura	Emergency CLAD	Yes	6/30/2022
Shewmaker, LaDonna	Emergency CLAD	Yes	6/30/2022
Stanaland, Jordan	Preliminary Multiple Subject, ext.	Yes	5/31/2022
Wright, Alicia	Clear Single Subject - adding a subject	Yes	7/31/2022



2022-2023 SCHOOL CALENDAR

YCOE Preschool Special Education Programs

180 Student Attendance Days 181 Instructional Staff Work Days

JULY 2022							AUGUST							SEPTEMBER							OCTOBER											
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S					
				1	2	3	1	2	3	4	5	6	7	5	6	7	8	9	10	11	12	13	14	15	16	3	4	5	6	7	8	9
4	5	6	7	8	(9)	10	8	9	10	11	12	13	14	12	13	14	15	16	17	18	19	20	21	22	23	10	11	12	13	14	15	16
11	12	13	14	15	16	*17*	15	16	*17*	18	19	20	21	19	20	*21*	22	23	24	25	26	27	28	29	30	17	18	*19*	20	21	22	23
18	19	20	21	22	23	24	22	23	24	25	26	27	28	26	27	28	29	30	31							24	25	26	27	28	29	30
25	26	27	28	29	30	31	29	30	31																	31						
NOVEMBER							DECEMBER							JANUARY 2023							FEBRUARY											
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S					
				1	2	3	1	2	3	4	5	6	7	2	3	4	5	6	7	8	9	10	11	12	13	6	7	*8*	9	10	11	12
7	8	9	10	11	12	13	5	6	7	8	9	*10*	11	9	10	11	12	13	14	15	16	17	18	19	20	13	14	15	16	17	18	19
14	15	16	17	18	19	20	12	13	14	15	*16*	17	18	16	17	18	19	20	21	22	23	24	25	26	27	20	21	22	23	24	25	26
21	22	23	24	25	26	27	19	20	21	22	23	24	25	23	24	*25*	26	27	28	29	30	31				27	28					
28	29	30					26	27	28	29	30			30	31																	
MARCH							APRIL							MAY							JUNE 2023											
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S					
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7					
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	(5)	6	7	8	9	10	11					
13	14	*15*	16	17	18	19	10	11	12	13	14	15	16	15	16	*17*	18	19	20	21	12	13	14	15	16	17	18					
20	21	22	23	24	25	26	17	18	*19*	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25					
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30							

HOLIDAYS/SCHOOL NOT IN SESSION	
July 4	Independence Day
September 5	Labor Day
November 11	Veterans Day
November 21 - 25	Thanksgiving Recess
December 19 - January 2	Winter Recess
January 16	Martin Luther King Day
February 13 - 20	February Recess
April 7 - 14	Spring Recess
May 29	Memorial Day
July 4	Independence Day

KEY DATES	
Staff Contract Days (Students Not in Attendance)	() Staff Work Day: August 9
First & Last Day of School	<input type="checkbox"/> August 10, June 1
Minimum Days	* * Aug. 17 Nov. 2 Feb. 8 May 17
Extended Year Session	June 5 - teacher work day (ESY) June 6 - July 3



2022-2023 SCHOOL CALENDAR

YCOE K-22 Special Education Programs
180 Student Attendance Days 181 Instructional Staff Work Days

JULY 2022							AUGUST							SEPTEMBER							OCTOBER											
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S					
				1	2	3	1	2	3	4	5	6	7	5	6	7	8	9	10	11	12	13	14	15	16	3	4	5	6	7	8	9
4	5	6	7	8	(9)	10	8	9	10	11	12	13	14	12	13	14	15	16	17	18	19	20	21	22	23	10	11	12	13	14	15	16
11	12	13	14	15	16	*17*	15	16	*17*	18	19	20	21	19	20	*21*	22	23	24	25	26	27	28	29	30	17	18	*19*	20	21	22	23
18	19	20	21	22	23	24	22	23	24	25	26	27	28	26	27	28	29	30	31							24	25	26	27	28	29	30
25	26	27	28	29	30	31	29	30	31																	31						
NOVEMBER							DECEMBER							JANUARY 2023							FEBRUARY											
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S					
				1	2	3	1	2	3	4	5	6	7	2	3	4	5	6	7	8	6	7	8	9	10	11	12					
7	8	*2*	3	4	5	6	5	6	*7*	8	9	10	11	9	10	*11*	12	13	14	15	13	14	*15*	16	17	18	19					
14	15	16	17	18	19	*20*	12	13	14	15	*16*	17	18	16	17	18	19	20	21	22	20	21	22	23	24	25	26					
21	22	23	24	25	26	27	19	20	21	22	23	24	25	23	24	*25*	26	27	28	29	27	28	29	30	31							
28	29	30					26	27	28	29	30	31		30	31																	
MARCH							APRIL							MAY							JUNE 2023											
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S					
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7					
6	7	*1*	2	3	4	5	3	4	5	6	7	8	9	8	9	*10*	11	12	13	14	(5)	6	7	8	9	10	11					
13	14	*15*	16	17	18	*19*	10	11	12	13	14	15	16	15	16	*17*	18	19	20	21	12	13	14	15	16	17	18					
20	21	22	23	24	25	26	17	18	*19*	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25					
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31						

HOLIDAYS/SCHOOL NOT IN SESSION	
July 4	Independence Day
September 5	Labor Day
November 11	Veterans Day
November 21 - 25	Thanksgiving Recess
December 19 - January 2	Winter Recess
January 16	Martin Luther King Day
February 13 - 20	February Recess
April 7 - 14	Spring Recess
May 29	Memorial Day
July 4	Independence Day

KEY DATES	
Staff Contract Days (Students Not in Attendance)	() Staff Work Day: August 9
First & Last Day of School	<input type="checkbox"/> August 10, June 1
Minimum Days	* * Aug. 17 Sept. 7, 21 Oct. 5, 19 Nov. 2 Dec. 7, 16 Jan. 11, 25 Feb. 1, 8 March 1, 15 April 19 May 3, 17 June 1
Extended Year Session	June 5 - teacher work day (ESY) June 6 - July 3

December 13, 2021

Yuba County Board of Education
935 14th Street
Marysville, CA 95901

Dear President Desiree Hastey and Members of the Board,

Please accept this very generous donation of \$2,000.00 from Winn Foundation. This donation is for Thomas E. Matthews Community School.

Thank you for your consideration of accepting this donation.

Sincerely,



Bobbi Abold
Assistant Superintendent Instruction

December 13, 2021

To Whom It May Concern-

The Thomas Winn Foundation strives to look for individuals/groups that are going above and beyond to provide services that better their communities. In the past, Thomas Winn Foundation has partnered with several non-profit groups, service organizations, and individual projects. Funds that are allocated by the Winn Foundation can be utilized at the discretion of the recipient.

Recently Thomas Winn Foundation awarded \$2,000.00 to Thomas E. Mathews School. The purpose of the funds was to help fund a "Team Building" event on December 10, 2021. The event was to support staff from Thomas E. Mathews, Carden School, and the Youth Advocacy Program. Hopefully this funding will help foster relationship building amongst all stakeholders in their educational departments.

If you are in need of any further clarification or documentation regarding Thomas Winn Foundation, please don't hesitate to call me at 530-812-2718.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Whiteaker", written in a cursive style. The signature is positioned above the printed name.

Jim Whiteaker



December 9, 2021

On behalf of the Winn Foundation, thank you for your contributions to our community. For each donation we give, we ask the recipient to provide us with a letter that states, "No goods or services were received in exchange for the donation." The letter should also reference your tax identification number. You can mail the letter to me at the address listed below.

If you have any questions, feel free to contact me at (916) 343-2401.

Thank you,

A handwritten signature in black ink, appearing to read "G. Carpenter, Jr.", written over the printed name.

George M. Carpenter, Jr.
Winn Foundation

**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 school boards acted immediately to ensure our children's academic, social-emotional, physical and mental health needs continued to be met at a time when students needed consistent services most; and

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

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

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

WHEREAS, school board members are strong advocates for public education and are responsible for communicating the needs of the school district to the public and the public's expectations to the district; 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, Dr. Francisco Reveles, do hereby declare my appreciation to the members of the School Board and proclaim the month of January 2022, 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.



Francisco Reveles, Superintendent
Yuba County Office of Education

Marjorie Renicker, 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: Francisco Reveles, Ed. D.

Title: Superintendent

Quarterly Report Submission Date: December 31, 2021

- October 2021 (for July-September 2021)
1st Quarter
- January 2022 (for October-December 2021)
2nd Quarter
- April 2022 (for January-March 2022)
3rd Quarter
- July 2022 (for April-June 2022)
4th Quarter

Date for information to be reported publicly at governing board meeting: January 12, 2022

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		

Francisco Reveles, Ed.D.

Print Name of County Superintendent

Francisco Reveles

Signature of County Superintendent

Yuba County Special Education

2020-21 School Accountability Report Card



Upload of your logo is optional.

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Leslie Cena
Email Address	leslie.cena@yubacoe.k12.ca.us
School Website	http://www.yubacoe.org
County-District-School (CDS) Code	58105876069249

2021-22 District Contact Information

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

2021-22 School Overview

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. Preschool aged special education students are served at Connections Preschool and Goldfield Preschools in Olivehurst, Journeys Preschool in Linda, and Spring Valley Preschool in Loma Rica. Students with moderate / severe disabilities 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, 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, Adapted Physical Education and Speech and Language Therapy services are provided to eligible students attending YCOE regional programs. Psychology, nursing and speech therapy services 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 and for Marysville Joint Unified School District.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
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)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2021	
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 Zoo Phonics Handwriting Without Tears Read Naturally SEACO Content Access Guide Unique Curriculum News2You Early Start Denver Model Size Matters Handwriting	No	0.0
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
Foreign Language			
Health	Positive Prevention Plus James Stanfield's Circles Curriculum	No	0.0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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

10/4/2021 - 10/7/2021

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			Spring Valley - New carpet in speech room and new flooring in classroom #2
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Virginia School - Grounds - Gophers. Very Clean Front Planter removed - Replaced with concrete staging area. Shade structure and new turf installed in quad area. Great addition to the site. Spring Valley School - Grounds: Deficient due to Gophers - Well Maintained
Electrical	X			Virginia School - Staff Lounge: Clean- Cover plate missing in ceiling Virginia School - Multi Purpose Room: New windows, Clean and organized -Exit signs not luminated
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		Virginia School - Room 7: Very clean and organized stained ceiling tiles Virginia School - Room 4: Clean and organized - Stained ceiling tile in storage room Virginia School - Office: Clean - Stained ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Virginia School Playground upgraded for safety. Concrete sidewalk and accessibility for play structures upgraded.

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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					

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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					

2020-21 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.

2020-21 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	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.

2021-22 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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			
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			

2020-21 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions 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		

2021-22 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 10, 2021. 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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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
K				
1				
2				
3				
4				
5				
6				

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
K				
1				
2				
3				
4				
5				
6				

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				

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				

2020-21 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	

2020-21 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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$23,266	\$13,929	\$9,337	\$64,186
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	-3.4
Percent Difference - School Site and State	N/A	N/A	-9.9	N/A

2020-21 Types of Services Funded

Nurse: One full time nurse and two full time LVN's provide required services for the special education regional programs and Camptonville Union Elementary School District. A full time Health Clerk works with the nursing team to support program needs and required reporting.

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, a part time program secretary, and a part time data coordinator. SELPA also oversees the Workability program, which employs two 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: 1.8 FTE Adapted Physical Education teachers serve eligible students in YCOE regional programs as well as eligible students in the following districts: Camptonville, Plumas, and Wheatland Elementary.

Speech and Language Pathologists: 10.2 FTE Speech and Language Pathologists and 1.8 FTE Speech Language Pathology Assistants serve eligible students in YCOE regional programs as well as eligible students in the following districts: Camptonville, Wheatland Elementary, and Wheatland Union High School. Preschool Speech and Language Services are provided to eligible students in all districts countywide. 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.

Occupational Therapy Services: OT services in Yuba County are provided to 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 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 serves 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: Behavior services in Yuba County are provided to 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 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 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.

2020-21 Types of Services Funded

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 administrative support and part time clerical support is provided for the six 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		

2020-21 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	

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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	13	19	19

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

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Steve Rebozzi
Email Address	steven.rebozzi@yubacoe.k12.ca.us
School Website	
County-District-School (CDS) Code	58105870113274/58105876070940

2021-22 District Contact Information

District Name	Yuba County Office of Education
Phone Number	(530) 749-4900
Superintendent	Dr. Francisco Reveles
Email Address	francisco.reveles@yubacoe.k12.ca.us
District Website Address	https://www.yubacoe.org/

2021-22 School Overview

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 and is reviewed weekly, together 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 encourage 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 community. TEM creates a safe, nurturing, and restorative educational experience by providing a classroom culture that values

2021-22 School Overview

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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
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)	

2021-22 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 2021
--------------------------------------------------------	-------------

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)	Students are able to access equipment if needed. Edgenuity	Yes	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	10-21
-----------------------------------------------------	-------

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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					

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

ALL Student Groups	ALL Total Enrollment	ALL Number Tested	ALL Percent Tested	ALL Percent Not Tested	ALL Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

ALL Student Groups	ALL Total Enrollment	ALL Number Tested	ALL Percent Tested	ALL Percent Not Tested	ALL Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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					

2020-21 Career Technical Education Programs

In the 20/21 school year YCOE will begin transitioning into CTE offerings 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.

2020-21 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	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.

2021-22 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 weekly 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 our 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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			
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			

2020-21 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions 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		

2021-22 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, 2021. 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.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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
K				
1				
2				
3				
4				
5				
6				

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
K				
1				
2				
3				
4				
5				
6				

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				

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				

2020-21 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	

2020-21 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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$26,309	\$2,655	\$23,654	\$58,600
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	6.8	3.9
Percent Difference - School Site and State	N/A	N/A	49.3	NA

2020-21 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, EL support, and Math and English intervention classes were also provided.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		

2020-21 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	

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 Friday is a minimum day and is dedicated towards staff professional development. We also meet monthly for PBIS meetings to review data, goals, and outcomes. Additionally, staff and administration meet twice a week 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	39	50	49

Harry P B Carden School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Harry P B Carden School
Street	1023 14th St
City, State, Zip	Marysville, CA 95901-4149
Phone Number	(530) 741-6409 ext 4
Principal	Steve Rebozzi
Email Address	steven.rebozzi@yubacoe.k12.ca.us
School Website	
County-District-School (CDS) Code	58 10587 5830047

2021-22 District Contact Information

District Name	Yuba County Office of Education
Phone Number	(530) 749-4900
Superintendent	Dr. Francisco Reveles
Email Address	francisco.reveles@yubacoe.k12.ca.us
District Website Address	www.yubacoe.org

2021-22 School Overview

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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
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)	

2021-22 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 2021

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)	Students are able to access equipment if needed. Edgenuity	Yes	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				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
-----------	------	------	------

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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					

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
--------------------	----------------------	-------------------	--------------------	------------------------	-------------------------------------

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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					

2020-21 Career Technical Education Programs

In the 20/21 school year, YCOE began transitioning into CTE offerings 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 industry sector.

2020-21 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	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.

2021-22 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

2021-22 Opportunities for Parental Involvement

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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			
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			

2020-21 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions 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		

2021-22 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, 2021. 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.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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
K				
1				
2				
3				
4				
5				
6				

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
K				
1				
2				
3				
4				
5				
6				

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				

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				

2020-21 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	

2020-21 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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$26,197	\$6,945	\$19,252	\$66,930
District	N/A	N/A	\$10,881	
Percent Difference - School Site and District	N/A	N/A	55.6	18.1
Percent Difference - School Site and State	N/A	N/A	-63.2	NA

2020-21 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 ELL support were also provided.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		

2020-21 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	

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 Friday is a minimum day and is dedicated towards staff professional development. We also meet monthly for PBIS meetings to review data, goals, and outcomes. 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. Additionally, Carden was recently WASC accredited in July 2019 and we are continuing to make sure that we update our WASC Action Plan.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	39	50	49

YUBA COUNTY OFFICE OF EDUCATION
County Committee on School District Organization

935 14th Street Marysville, CA 95901
(530) 749-4900

PUBLIC NOTICE

Hearing to be held on Wednesday, January 12, 2022, at 4:30 p.m., or shortly thereafter, at the Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA 95901

Redistricting Following the Decennial Federal Census

A public hearing will be held by the Yuba County Board of Education, sitting as the County Committee on School District Organization, on Wednesday, January 12, 2022, at 4:30 p.m., or shortly thereafter, at the Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, California, for the purpose of hearing comments from the public on adjustments to trustee area boundaries including a proposed map.

The proposed map is posted for public viewing at the Yuba County Office of Education, 935 14th Street, Marysville, California.

Posted on 12/23/2021

Locations:

Yuba County Office of Education
Yuba County Office of Education Website
Yuba County Library
County of Yuba

JOINT RESOLUTION
YUBA COUNTY OFFICE OF EDUCATION
and
YUBA COUNTY BOARD OF EDUCATION
Resolution No. 2022-01

On the motion by Trustee _____

Duly seconded by Trustee _____

**Resolution Recognizing a State of Emergency and Authorizing
Teleconferenced Meetings Pursuant to AB 361**

WHEREAS, in response to the novel coronavirus (“COVID-19”) pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act (“Brown Act”) were followed; and

WHEREAS, on Sept. 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

WHEREAS, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and

WHEREAS, the governing board of the YUBA COUNTY BOARD OF EDUCATION believes the spread of COVID-19 poses an imminent risk to the health and safety of in person meeting attendees; and

WHEREAS, the governing board is committed to open and transparent governance in compliance with the Brown Act; and

WHEREAS, the governing board is conducting virtual meetings by way of telephonic and/or internet-based services as to allow members of the public to fully participate in meetings and offer public comment.

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the governing board of the YUBA COUNTY BOARD OF EDUCATION recognizes that a State of Emergency in the State of California continues to exist due to the COVID-19 pandemic.

BE IT FURTHER RESOLVED, that the governing board finds that holding in-person meetings would present imminent risks to the health or safety of attendees due to the cause of the State of Emergency and that the cause of the State of Emergency directly impacts the ability of the governing board members to meet safely in person.

BE IT FURTHER RESOLVED, the governing board of the YUBA COUNTY BOARD OF EDUCATION authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

PASSED AND ADOPTED THIS 12th day of January 2022.

AYES:
NOES:
ABSTAIN:
ABSENT:

ATTEST:

Francisco Reveles, Ed.D.
Secretary to the Yuba County Board of Trustees

Francisco Reveles, Ed.D., Superintendent
Yuba County Office of Education

Marjorie Renicker, President
Yuba County Board of Education