

# YUBA COUNTY BOARD OF EDUCATION

935 14th Street  
Marysville, CA 95901

## Agenda

January 13, 2021



Marjorie Renicker, Vice President

John Nicoletti

Angela Lewis

Desiree Hastey, President

Eva Teagarden

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 13, 2021 – 4:30 P.M.**

**NOTICES:**

The Yuba County Office of Education encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meeting, contact the Superintendent's Office at 530-749-4853 well in advance of the meeting so that we may make every reasonable effort to accommodate you (Cal. Gov. Code, § 54954.2, subd. (a)(1)).

The agenda packet and supporting materials can be viewed at the Yuba County Office of Education located at 935 14<sup>th</sup> Street, Marysville, CA, or <https://www.yubacoe.org/> . For more information, please call 530-749-4853.

**NOTE:** This meeting is being agendized to allow staff and the public to participate in the meeting via teleconference, pursuant to the Governor's Executive Order N-29-20 dated March 17, 2020. Executive Order N-29-20 authorizes local legislative bodies to hold public meetings via teleconference and to make public meetings accessible telephonically to all members of the public and staff in effort to observe social distancing recommendations. Members of the public are encouraged to participate in the teleconference.

**JOIN ZOOM MEETING:**

Meeting ID: 990 0438 2299  
Password: 393370

<https://zoom.us/j/99004382299?pwd=RVNRA2lWGT0UE1IcVFya3pndGptQT09>

or

One tap mobile:  
+16699009128,,99004382299#

or

Dial by your location:  
+1 669 900 9128

**PUBLIC PARTICIPATION:**

**NOTE:** Please mute your phone or microphone when you are not speaking. If you would like to participate in the Public Comments portion of the meeting, or comment on a specific agenda item, you may do so by calling or texting your FIRST AND LAST NAME to 530-645-2560. The Clerk will notify the Chair that you would like to comment. Please wait for the Chair to recognize you before speaking. Remember to unmute your phone or microphone to speak.

## AGENDA

1. CALL TO ORDER, ATTENDANCE, AND PLEDGE OF ALLEGIANCE
2. APPROVAL OF AGENDA **ACTION ITEM**
3. CONSENT AGENDA **ACTION ITEM**
  - 3.1 APPROVAL OF DECEMBER 14, 2020 BOARD MEETING MINUTES - Pages 1-7
  - 3.2 TEMPORARY COUNTY TEACHER CERTIFICATES - Page 8
  - 3.3 ADOPTION OF YUBA COUNTY OFFICE OF EDUCATION SPECIAL EDUCATION PROGRAMS SCHOOL CALENDAR FOR 2021-2022 - Pages 9-10

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.

### 4. PUBLIC COMMENTS ON NON-AGENDA ITEMS

This item is being placed on the agenda to allow any member of the public to speak on non-agenda items or to share information with the Board. Please follow the Public Participation instructions listed above under Notices if you would like to participate in the Public Comments portion of the meeting. Individual speakers will be allowed five minutes to address the Board ~ fifteen minutes' total time for public input on each item.

The California Government Code, Section 54595.2(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."

### 5. SUPERINTENDENT'S REPORT

- 5.1 CLOSED SESSION **ACTION ITEM**  
CONFERENCE WITH LEGAL COUNSEL –  
ANTICIPATED LITIGATION  
Francisco Reveles, Ed.D.

Pursuant to Government Code Section 54956.9(d)(2): Significant exposure to litigation. (One potential case.)

- 5.2 THIS ITEM PROVIDES AN OPPORTUNITY FOR THE **INFORMATION ITEM**  
DIRECTORS/SUPERINTENDENT/BOARD MEMBERS  
TO SHARE VARIOUS ITEMS OF INTEREST
- 5.3 COMMUNITY ENGAGEMENT LIAISON UPDATE **INFORMATION ITEM**  
Amy Nore

- 5.4 QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS INFORMATION ITEM  
Francisco Reveles, Ed.D.

Dr. Reveles will share the Quarterly Report on Williams Uniform Complaints for October 1, 2020 – December 31, 2020, 2<sup>nd</sup> Quarter, pursuant to Education Code §35186.

6. EDUCATIONAL SERVICES

- 6.1 LEASE AGREEMENT – YUBA COUNTY OFFICE OF EDUCATION & WHEATLAND ELEMENTARY SCHOOL DISTRICT - Pages 11-15 ACTION ITEM  
Francisco Reveles, Ed.D.

Leadership has determined that it is in the best interest of YCOE and WESD to lease and sublet/sublease the Virginia School facilities and site under terms of a long-term lease to facilitate the local operation of educational programs.

**Recommend** the board approve the lease and sublet/sublease the Virginia School facilities and site under terms of a long-term lease to facilitate the local operation of educational programs.

- 6.2 SCHOOL ACCOUNTABILITY REPORT CARDS INFORMATION ITEM  
Leslie Cena & Bobbi Abold - Pages 16-56

Staff will share information compiled for the 2019-2020 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. OTHER ITEMS TO COME TO THE ATTENTION OF THE BOARD INFORMATION ITEM
8. ADVANCED PLANNING

- 8.1 NEXT REGULAR BOARD MEETING INFORMATION/ ACTION ITEM  
FEBRUARY 10, 2021 – 4:30P.M.  
LOCATION: Zoom Conference

9. ADJOURN ACTION ITEM

*In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board Meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at 530-749-4853. Notification at least 48 hours prior to the meeting will enable the Superintendent's Office to make reasonable arrangements to ensure accessibility to the Board meeting.*

*All Open Session Agenda related documents are available to the public for viewing at the Yuba County Office of Education located at 935 14th Street, Marysville, CA 95901.*

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

Monday, December 14, 2020 – 4:30p.m.  
Zoom Conference

TOPIC	DISCUSSION	ACTION TAKEN
<b>1. CALL TO ORDER</b>	President Desiree Hastey called a meeting of the Yuba County Board of Education to order on December 14, 2020 at 4:30pm virtually via Zoom conference.	<b>CALLED TO ORDER:</b> 4:30pm
<b>ATTENDANCE, PLEDGE OF ALLEGIANCE</b>	Present via Zoom conference; Desiree Hastey, Marjorie Renicker, Angela Lewis, and Eva Teagarden. John Nicoletti was absent.  Dr. Reveles led the recital of the Pledge of Allegiance.	<b>QUORUM PRESENT</b>
<b>2. ANNOUNCE ELECTION RESULTS</b>	<p align="center"><b>2.1 Trustee Area 4</b></p> <p>Dr. Reveles announced the following election information under Yuba County Office of Education jurisdiction:</p> <p>Yuba County Board of Education Trustee Area 4 <u>Grand Total Results:</u> Registered Voters: 9,175 Voters Cast: 7,662 votes Turnout (%): 83.51% Desiree Hastey: 3,591 votes Anna Meyerpeter-Newman: 3,072 votes</p>	
<b>3. ANNUAL ORGANIZATIONAL MEETING OF THE BOARD OF TRUSTEES</b>	<p><b>3.1 Confirm Time, Date and Place of Regular Board Meetings</b></p> <p>The Yuba County Office of Education presented a proposed meeting schedule for the 2021 calendar year. Regular Board Meetings will be held via Zoom conference (until further notice), on the second Wednesday of each month beginning at 4:30 p.m., the exception being:</p> <ul style="list-style-type: none"> <li>• June 16, 2121</li> <li>• June 23, 2021</li> </ul>	<p><b>MOTION:</b> To approve the 2021 Board Meeting Schedule to include time, date and Zoom conference as presented.</p> <p><b>MOTION:</b> Marjorie Renicker <b>SECOND:</b> Angela Lewis <b>ROLE CALL VOTE:</b> Marjorie Renicker – Aye Alisan Hastey - Aye Eva Teagarden – Aye</p>

	<ul style="list-style-type: none"> <li>December 12, 2121</li> </ul> <p><b>3.2 Election of President and Vice President</b></p> <p>Dr. Reveles presided over the election of the President. The process for nomination of officers was reviewed.</p> <p>Trustee Renicker nominated Trustee Teagarden for Board President. Trustee Teagarden declined the nomination.</p> <p>Trustee Renicker nominated Trustee Hastey for Board President. Trustee Hastey accepted the nomination.</p> <p>No other nominations for Board President were made. Upon a motion by Marjorie Renicker, and followed by a majority roll call vote, Trustee Desiree Hastey was elected Board President of the Yuba County Board of Education.</p> <p>President Hastey presided over the election of the Vice President.</p> <p>Trustee Teagarden nominated Marjorie Renicker for Vice President. Trustee Renicker accepted the nomination.</p> <p>No other nominations for Vice President were made. Upon a motion by Eva Teagarden, and followed by a majority roll call vote, Trustee Marjorie Renicker was elected Vice President of the Yuba County Board of Education.</p> <p><b>3.3 Board Committees; Descriptions and Responsibilities</b></p> <p>Board members volunteered for board committees as follows:</p>	<p>Desiree Hastey – Aye <b>MOTION APPROVED</b></p> <p><b>MOTION:</b> To elect Desiree Hastey as Board President <b>ROLE CALL VOTE:</b> Marjorie Renicker – Aye Angela Lewis - Aye Eva Teagarden – Aye Desiree Hastey – Aye <b>MOTION APPROVED</b></p> <p><b>MOTION:</b> To elect Marjorie Renicker as Vice President <b>ROLE CALL VOTE:</b> Marjorie Renicker – Aye Angela Lewis - Aye Eva Teagarden – Aye Desiree Hastey – Aye <b>MOTION APPROVED</b></p>
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	<ul style="list-style-type: none"> <li>• Superintendent’s Salary Committee: Desiree Hastey and Eva Teagarden</li> <li>• YCOE SELPA Community Advisory Committee: Marjorie Renicker</li> <li>• Child Care Planning Council: Desiree Hastey</li> <li>• Yuba County Children’s Wellness and Child Abuse Prevention Council: Angela Lewis</li> <li>• Budget Committee: Marjorie Renicker</li> </ul>	
<b>4. APPROVAL OF AGENDA</b>	President Desiree Hastey directed Board members to the December 14, 2020 Agenda for their review and approval.	<p><b>MOTION:</b> To approve the December 14, 2020 Agenda</p> <p><b>MOTION:</b> Eva Teagarden</p> <p><b>SECOND:</b> Marjorie Renicker</p> <p><b>ROLE CALL VOTE:</b> Marjorie Renicker – Aye Angela Lewis - Aye Eva Teagarden – Aye Desiree Hastey – Aye</p> <p><b>MOTION APPROVED</b></p>
<b>5. CONSENT AGENDA</b>	<p>President Desiree Hastey directed board members to the December 14, 2020 Consent Agenda for their review and approval.</p> <p><b>5.1 Approval of November 12, 2020 Board Meeting Minutes</b></p> <p><b>5.2 Temporary County Teacher Certificates</b></p>	<p><b>MOTION:</b> To approve the December 14, 2020 Consent Agenda as presented</p> <p><b>MOTION:</b> Eva Teagarden</p> <p><b>SECOND:</b> Angela Lewis</p> <p><b>ROLE CALL VOTE:</b> Marjorie Renicker – Aye Angela Lewis - Aye Eva Teagarden – Aye Desiree Hastey – Aye</p> <p><b>MOTION APPROVED</b></p>
<b>6. PUBLIC COMMENTS ON NON-AGENDA ITEMS</b>	There were no comments from the public.	

<p><b>7. SUPERINTENDENT’S REPORT</b></p>	<p><b>7.1 This Item Provides an Opportunity for the Directors/Superintendent/Board Members to Share Various Items of Interest</b></p> <p>Dr. Reveles shared the following items:</p> <ul style="list-style-type: none"> <li>● YCOE COVID-19 Status Update – Reduction in the Number of Staff Working On-Site – Staff Working Remotely</li> <li>● COVID- 19 Vaccines May Be Available to Educators in February 2021</li> <li>● Overview of December 14, 2020 Phone Call with Bi-County Health Officer. Dr. Luu</li> <li>● Update on Current Construction Projects</li> <li>● Yuba Water Agency Update – Planning for Training within Schools</li> <li>● State Water Certification Update – Dr. Reveles Supports Local Efforts</li> </ul> <p><b>7.2 Community Engagement Liaison Update</b></p> <p>Amy Nore shared the following items:</p> <ul style="list-style-type: none"> <li>● COVID-19 – Tracking and Tracing Update</li> <li>● COVID-19 Vaccination Update – Phases</li> </ul>	
<p><b>8. EDUCATIONAL SERVICES</b></p>	<p><b>8.1 SELPA Local Plan Section B - Governance and Administration Section</b></p> <p>Lora Gonzalez, Yuba County SELPA Director, led an overview of the SELPA Local Plan Section B, Governance and Administration Section. All questions were answered.</p> <p>The SELPA Local Plan Section B, Governance and Administration Section was approved by the Superintendents’ Council on November 16, 2020.</p>	<p><b>MOTION:</b> To approve the SELPA Local Plan Section B, Governance and Administration Section as presented</p> <p><b>MOTION:</b> Eva Teagarden</p> <p><b>SECOND:</b> Marjorie Renicker</p> <p><b>ROLL CALL VOTE:</b> Marjorie Renicker – Aye Angela Lewis – Aye Eva Teagarden - Aye Desiree Hastey – Aye</p>



	<p>Ms. Gonzalez recommended that the Board approve the SELPA Local Plan Section B, Governance and Administration Section as presented.</p> <p style="text-align: center;"><b>8.2 Appointment of Jennifer McCook as the YCOE Parent Representative to the Yuba County SELPA Community Advisory Committee</b></p> <p>Leslie Cena, Assistant Superintendent, Special Education, recommended that the Board appoint Jennifer McCook as the YCOE Parent Representative to the Yuba County SELPA Community Advisory Committee.</p>	<p><b>MOTION APPROVED</b></p> <p><b>MOTION:</b> To appoint Jennifer McCook as the YCOE Parent representative to the Yuba County SELPA Community Advisory Committee</p> <p><b>MOTION:</b> Marjorie Renicker</p> <p><b>SECOND:</b> Eva Teagarden</p> <p><b>ROLE CALL VOTE:</b> Marjorie Renicker – Aye Angela Lewis - Aye Eva Teagarden – Aye Desiree Hastey – Aye</p> <p><b>MOTION APPROVED</b></p>
<p><b>9. FISCAL SERVICES</b></p>	<p style="text-align: center;"><b>9.1 Adoption of Resolution 2020-07 – Temporary Interfund Cash Transfers</b></p> <p>Violette Begley, Director of Fiscal Services, noted that Education Code Section 42603 authorizes inter-fund loans to cover temporary cash shortages.</p> <p>Ms. Begley recommended that the Board adopt Resolution 2020-07 Temporary Interfund Cash Transfers.</p> <p style="text-align: center;"><b>9.2 Approval of First Interim Report for 2020-2021</b></p> <p>Ms. Begley led a review of the 2020-2021 First Interim Report.</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.</p>	<p><b>MOTION:</b> To adopt Resolution 2020-07 Temporary Interfund Cash Transfers</p> <p><b>MOTION:</b> Eva Teagarden</p> <p><b>SECOND:</b> Angela Lewis</p> <p><b>ROLE CALL VOTE:</b> Marjorie Renicker – Aye Angela Lewis - Aye Eva Teagarden – Aye Desiree Hastey – Aye</p> <p><b>MOTION APPROVED</b></p> <p><b>MOTION:</b> To approve the Interim Report and budget revisions contained therein for 2020-2021</p> <p><b>MOTION:</b> Eva Teagarden</p> <p><b>SECOND:</b> Marjorie Renicker</p> <p><b>ROLE CALL VOTE:</b> Marjorie Renicker – Aye Angela Lewis - Aye Eva Teagarden – Aye Desiree Hastey – Aye</p>

	<p>Ms. Begley recommended that the Board approve the Interim Report and budget revisions contained therein for 2020-2021.</p> <p style="text-align: center;"><b>9.3 YCOE LCAP Budget Overview for Parents</b></p> <p>Bobbi Abold, Assistant Superintendent of Instruction, reviewed the YCOE LCAP Budget Overview for Parents. Local governing bodies are now required to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA’s first interim budget report. All questions were addressed.</p> <p>Ms. Abold recommended that the Board adopt the YCOE Budget Overview for Parents.</p> <p style="text-align: center;"><b>9.4 YCCPCS LCAP Budget Overview for Parents</b></p> <p>Cynthia Soares, Yuba County Career Preparatory Charter School Principal, reviewed the YCCPCS Budget Overview for Parents. This item was first presented in a public hearing at a YCCPCS Advisory meeting on Nov 2, 2020 and approved by the YCCPCS Advisory Committee on Nov 9, 2020. This is an information item only.</p>	<p><b>MOTION APPROVED</b></p> <p><b>MOTION:</b> To adopt the YCOE Budget Overview for Parents  <b>MOTION:</b> Eva Teagarden  <b>SECOND:</b> Marjorie Renicker  <b>ROLE CALL VOTE:</b> Marjorie Renicker – Aye  Angela Lewis - Aye  Eva Teagarden – Aye  Desiree Hastey – Aye  <b>MOTION APPROVED</b></p>
<b>10. OTHER ITEMS</b>	There were no other items to come to the attention of the Board.	
<b>11. ADVANCED PLANNING</b>	<b>11.1 Next Regular Board Meeting  Wednesday, January 13, 2021  4:30pm - Via Zoom Conference</b>	
<b>10. ADJOURNMENT</b>	There being no further business for discussion, the meeting adjourned at 5:46pm.	<p><b>MOTION:</b> To adjourn  <b>MOTION:</b> Angela Lewis  <b>SECOND:</b> Marjorie Renicker  <b>ROLE CALL VOTE:</b> Marjorie Renicker – Aye  Angela Lewis - Aye</p>

		Eva Teagarden – Aye Desiree Hastey – Aye <b>MEETING</b> <b>ADJOURNED: 5:46pm</b>
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Respectfully submitted,

Recorded by:  
Halee Pomeroy

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

## Temporary County Certificates Issued

December 2, 2020 to January 5, 2021

<u>NAME</u>	<u>CREDENTIAL APPLIED FOR</u>	<u>PREV CRED</u>	<u>TCC EXPIRE</u>
Stothers, Megan	Provisional Internship Permit - M/S	Yes	5/31/2021



**2021-2022 SCHOOL CALENDAR**

YCOE K-22 Special Education Programs

180 Student Attendance Days 181 Instructional Staff Work Days

JULY 2021					AUGUST					SEPTEMBER					OCTOBER				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2	2	3	4	5	6			*1*	2	3					
5	6	7	8	9	9	(10)	<b>11</b>	12	13	6	7	8	9	10	4	5	*6*	7	8
12	13	14	15	16	16	17	*18*	19	20	13	14	*15*	16	17	11	12	13	14	15
19	20	21	22	23	23	24	25	26	27	20	21	22	23	24	18	19	*20*	21	22
26	27	28	29	30	30	31				27	28	29	30		25	26	27	28	29
NOVEMBER					DECEMBER					JANUARY 2022					FEBRUARY				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
		*3*	4	5			*1*	2	3	3	4	5	6	7		1	*2*	3	4
8	9	10	11	12	6	7	8	9	10	10	11	*12*	13	14	7	8	*9*	10	11
15	16	17	18	19	13	14	15	16	*17*	17	18	19	20	21	14	15	16	17	18
22	23	24	25	26	20	21	22	23	24	24	25	*26*	27	28	21	22	23	24	25
29	30				27	28	29	30	31	31					28				
MARCH					APRIL					MAY					JUNE 2022				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	1	*2*	3	4					1	2	3	*4*	5	6			1	2	<b>*3*</b>
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13	(6)	7	8	9	10
14	15	*16*	17	18	11	12	13	14	15	16	17	*18*	19	20	13	14	15	16	17
21	22	23	24	25	18	19	*20*	21	22	23	24	25	26	27	20	21	22	23	24
28	29	30	31		25	26	27	28	29	30	31				27	28	29	30	1

HOLIDAYS/SCHOOL NOT IN SESSION	
July 5	Independence Day
September 6	Labor Day
November 11 - 12	Veterans Day
November 22 - 26	Thanksgiving Recess
December 20 - January 3	Winter Recess
January 17	Martin Luther King Day
February 14 - 21	February Recess
April 11 - 18	Spring Recess
May 30	Memorial Day
July 4	Independence Day

KEY DATES	
Staff Contract Days (Students Not in Attendance)	( ) Staff Work Day: August 10
First & Last Day of School	<input type="checkbox"/> August 11, June 3
Minimum Days	* * Aug. 18 Sept. 1, 15 Oct. 6, 20 Nov. 3 Dec. 1, 17 Jan. 12, 26 Feb. 2, 9 March 2, 16 April 20 May 4, 18 June 3
Extended Year Session	June 6 - teacher work day (ESY) June 7 - July 4



**2021-2022 SCHOOL CALENDAR**

YCOE Preschool Special Education Programs

180 Student Attendance Days 181 Instructional Staff Work Days

JULY 2021					AUGUST					SEPTEMBER					OCTOBER				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2	2	3	4	5	6			1	2	3					
5	6	7	8	9	9	(10)	<b>11</b>	12	13	6	7	8	9	10	4	5	6	7	8
12	13	14	15	16	16	17	*18*	19	20	13	14	*15*	16	17	11	12	13	14	15
19	20	21	22	23	23	24	25	26	27	20	21	22	23	24	18	19	*20*	21	22
26	27	28	29	30	30	31				27	28	29	30		25	26	27	28	29
NOVEMBER					DECEMBER					JANUARY 2022					FEBRUARY				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
		*3*	4	5			1	2	3	3	4	5	6	7		1	2	3	4
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14	7	8	*9*	10	11
15	16	17	18	19	13	14	15	16	*17*	17	18	19	20	21	14	15	16	17	18
22	23	24	25	26	20	21	22	23	24	24	25	*26*	27	28	21	22	23	24	25
29	30				27	28	29	30	31	31					28				
MARCH					APRIL					MAY					JUNE 2022				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	1	2	3	4					1	2	3	4	5	6			1	2	<b>*3*</b>
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13	(6)	7	8	9	10
14	15	*16*	17	18	11	12	13	14	15	16	17	*18*	19	20	13	14	15	16	17
21	22	23	24	25	18	19	*20*	21	22	23	24	25	26	27	20	21	22	23	24
28	29	30	31		25	26	27	28	29	30	31				27	28	29	30	1

HOLIDAYS/SCHOOL NOT IN SESSION	
July 5	Independence Day
September 6	Labor Day
November 11 - 12	Veterans Day
November 22 - 26	Thanksgiving Recess
December 20 - January 3	Winter Recess
January 17	Martin Luther King Day
February 14 - 21	February Recess
April 11 - 18	Spring Recess
May 30	Memorial Day
July 4	Independence Day

KEY DATES	
Staff Contract Days (Students Not in Attendance)	( ) Staff Work Day: August 10
First & Last Day of School	<input type="checkbox"/> August 11, June 3
Minimum Days	* * Aug. 18 Sept. 15 Oct. 20 Nov. 3 Dec. 17 Jan. 26 Feb. 9 March 16 April 20 May 18 June 3
Extended Year Session	June 6 - teacher work day (ESY) June 7 - July 4

## LEASE AGREEMENT

Yuba County Office Of Education (YCOE) as Real Property owner, hereby leases to Wheatland Elementary School District (WESD) as Tenant, the Virginia School Site located at 801 Olive Street, Wheatland, California (the "Land and Premises") and WESD as Landlord hereby sublets the Land and Premises to YCOE as Subtenant, upon the terms and subject to the conditions set forth herein. The approximate configuration and location of the actual leased land and premises is shown on Exhibit A.

**WHEREAS** the parties have determined that it is in the best interest of YCOE and WESD to lease and sublet/sublease the Virginia School facilities and site under terms of a long-term lease to facilitate the local operation of educational programs.

**For good and valuable consideration given, and subject to the terms and conditions set forth herein, the parties agree as follows:**

1. Commencement Date and Term. This lease shall commence February 1<sup>st</sup>, 2021 and terminate upon written notice of termination delivered by either Party to the other Party. The lease shall terminate one year from the date the notice of termination is delivered to a Party, unless the Parties agree to an earlier termination date.
2. Base Rent. None. The Parties reserve the right to, and may upon mutual agreement, establish a Base Rent.
3. No Representations. The parties acknowledge that neither Landlord nor any of Landlord's agents has made any representation or warranty as to the suitability or fitness of the Premises for the conduct of Subtenant's programs, and that neither Landlord nor any of Landlord's agents has agreed to undertake any alterations or additions or to construct any improvements to the premises.
4. Permitted Use. The premises shall be used for operation of local educational programs and related services.
5. Alterations Permitted. In the event Subtenant believes it needs to make additions to, or alterations of the facilities, Subtenant may do so and shall first notify the Landlord. Landlord shall not be responsible to pay for any improvement(s) of, or addition(s) to the facilities, unless the parties otherwise agree that Landlord will pay for some, or all of, the improvement(s) or addition(s) .
6. Rules and Regulations. Subtenant shall be solely responsible for the operation, safety, care, maintenance and cleanliness of the premises, buildings and real property.
7. Compliance with Laws. Subtenant shall throughout the Term comply with and shall not use the Premises, the Buildings or the Real Property, or suffer or permit anything to be done in or about the same which would in any way conflict with any federal, state, county, local or other governmental agency rules, regulations, statutes, ordinances, orders, standards, requirements or laws now in force or hereafter enacted, promulgated or

issued which are applicable to the Real Property, Premises, or Buildings, or the use or occupancy thereof.

8. Use of Hazardous Materials. Except for use of hazardous material by Landlord or its agents or subcontractors, Subtenant shall be solely responsible for any Hazardous Material generated, brought onto, used, stored, or disposed of in or about the Premises, the Buildings or the Real Property by Subtenant or Subtenant's agents, employees, contractors or Subtenants invitees, collectively "Subtenant Parties". At Subtenant's sole cost and expense Subtenant shall use, store and dispose of Subtenant's Hazardous Materials in strict compliance with all Environmental Laws, and shall in all other respects comply with all Environmental Laws.

If during the Lease Term (including any extensions), Subtenant becomes aware of (a) any actual or threatened release of any Hazardous Material on, under, or about the Premises, the Buildings or the Real Property, or (b) any inquiry, investigation, proceeding, or claim by any government agency or other person regarding the presence of Hazardous Material on, under, or about the Premises, the Buildings, or the Real Property, Subtenant shall give Landlord written notice of the release or investigation within five (5) days after learning of it and shall simultaneously furnish to Landlord copies of any claims, notices of violation, reports, or other writings received by Subtenant that concern the release or investigation.

Subtenant shall defend (with counsel reasonably acceptable to Landlord), indemnify and hold harmless Landlord and Landlord's officers, officials, employees, agents and representatives (collectively, "Indemnitees") from and against any and all liabilities, losses, damages, fines, deficiencies, penalties, claims, demands, suits, actions, causes of action, legal or administrative proceedings, judgments, costs and expenses (including without limitation reasonable attorneys' fees and expenses, court costs, expert witness fees and post judgment collection costs) (all of the foregoing, collectively "Claims") resulting or arising from or in connection with a release of any Hazardous Material in or about the Premises, the Buildings, or the Real Property or any other violation of any Environmental Law by Subtenant, or Subtenant's agents, assignees, sublessees, contractors, or invitees. The indemnity provided in this Section shall not extend to Claims to the extent the same are caused by the indemnities or its agent's use of Hazardous Materials or the negligence, gross negligence or willful misconduct of Indemnitees or subcontractors. The provisions of this Section shall survive the expiration or termination of this Lease.

If the presence of any Hazardous Material brought onto the Premises or the Building by Subtenant or Subtenant's employees, agents, contractors or invitees results in contamination of the land or Buildings, Subtenant shall promptly take all necessary actions to remove or remediate such Hazardous Materials, whether or not they are present at concentrations exceeding state or federal maximum concentration or action levels, or any governmental agency has issued a cleanup order, at Subtenant's sole expense, to return the Premises and the Building to the condition that existed before the introduction of such Hazardous Material. This provision does not limit the indemnification obligation set forth in this lease.



As used in this Lease, the term “Hazardous Material” means any hazardous or toxic substance, material or waste at any concentration that is or becomes regulated by the United States, the State of California, or any government authority having jurisdiction over the Building. Hazardous Material includes: (a) any “hazardous substance” as that term is defined in the Comprehensive Environmental Response, Compensation, and Liability Act of 1980 (CERCLA) (42 United States Code Sections 9601-9675); (b) “hazardous waste”, as that term is defined in the Resource Conservation and Recovery Act of 1976 (RCRA) (42 United States Code Sections 6901-6992k); (c) any pollutant, contaminant, or hazardous, dangerous, or toxic chemical, material, or substance, within the meaning of any other applicable federal, state or local law, regulation, ordinance, or requirement (including consent decrees and administrative orders imposing liability or standards of conduct concerning any hazardous, dangerous, or toxic waste, substance, or material, now or hereafter in effect); (d) petroleum products; (e) radioactive material, including any source, special nuclear, or byproduct material as defined in 42 United States Code section 2011-2297 g-4; (f) asbestos in any form or condition; and (g) polychlorinated biphenyls (PCBs) and substances or compounds containing PCBs.

As used in this Lease, the term “Environmental Laws” means all federal, state and local laws, ordinances, regulations, rules orders and directive pertaining to Hazardous Materials, including without limitation, the laws, statutes, and regulations cited herein, as any of the foregoing may be amended from time to time.

9. Building Maintenance and Services. Subtenant shall be solely responsible for all routine maintenance of the premises, including exterior and interior, custodial service and repairs for any portion of the premises. Subtenant shall pay all utility accounts e.g. electricity, gas and water.
10. Indemnity. To the fullest extent permitted by law, Subtenant shall defend, indemnify and hold Landlord harmless from and against any and all Claims arising out of or relating directly or indirectly to this Lease of the Premises (including without limitations, Claims for or relating to loss of or damage to property, injury or death of any person, and monetary losses), including without limitation, Claims attributable to: (i) the use or occupancy, or manner of use or occupancy of the Premises, the Buildings or Real Property by Subtenant, (ii) any act, error, omission or negligence of Subtenant or any invitee, guest or licensee of Subtenant in, on or about the Real Property, (iii) any Alterations, activity, work, or thing done, omitted, permitted, allowed or suffered by Subtenant in, at, or about the Premises, the Buildings or the Real Property, or (iv) any breach or default in performance of any obligation by Subtenant in the performance of any covenant or agreement to be performed under this Lease, except to the extent caused by the negligence, gross negligence or willful misconduct of Landlord. The provisions of this Section shall not be construed or interpreted as in any way restricting, limiting or modifying the Parties mutual insurance obligations under this Lease and are independent of such obligations. Compliance with the insurance requirements set forth in this Lease shall not in any way restrict, limit or modify the Parties indemnification obligations hereunder. The provisions of this Section shall survive the expiration or earlier termination of this Lease.
11. Insurance. Each Party shall, at its sole expense, maintain throughout the Term of this lease their existing insurance coverages through their independent or common

carrier/group, insuring their respective operations and owned facilities/property. Each party shall name the other Party as an additional insured under the Party's insurance policy. In addition to any other insurance requirements, the Parties expressly agree that none of their agents, contractors, workmen, mechanics, suppliers or invitees performing construction or repair work in the Premises shall commence such work unless and until each of them shall furnish the other with satisfactory evidence of insurance coverage, financial responsibility and appropriate written releases of stop notices, mechanic's or materialmen lien claims, as necessary.

12. Assignment and Subletting. Subtenant shall not directly or indirectly, voluntarily or involuntarily, by operation of law or otherwise, assign, mortgage, pledge, encumber or otherwise transfer this Lease, without the prior written consent of Landlord.
13. Surrender of Premises. On expiration or termination of this Lease, WESD shall surrender the Land and Premises to YCOE in its then existing condition.
14. Remedies on Default. Upon the occurrence of an Event of Default, Landlord and Subtenant shall have the right to implement and enforce any remedy as authorized by law or in equity.
15. Severability. The parties intend this Lease to be legally valid and enforceable in accordance with all of its terms to the fullest extent permitted by law. If an arbitrator or a court of competent jurisdiction holds any provision hereof to be invalid or unenforceable in whole or in part for any reason, the validity and enforceability of the remaining clauses, or portions of them, shall not be affected unless and essential purpose of this Lease would be defeated by loss of the invalid or unenforceable provision.
16. Governing Law; Construction. This Lease shall be construed according to the laws of the State of California without regard to principles of conflict of laws. The parties acknowledge that this Lease is the product of negotiation and compromise on the part of both parties, and agree that the provisions hereof shall be construed in accordance with their fair meaning and not in accordance with any rule providing for interpretation against the party who causes the uncertainty to exist or against the drafter. The captions used for the Sections and Articles of this Lease have been inserted for convenience only and shall not be used to alter or interpret the content of this Lease.
17. Binding Effect; Survival. The covenants, conditions, warranties and agreements contained in this Lease and all Exhibits shall be binding upon and inure to the benefit of the parties and their respective successors and permitted assigns. The representations and warranties of Landlord and Subtenant and the indemnification obligations of Subtenant set forth herein shall survive the expiration or termination of this Lease, as shall all other provisions hereof which are intended to survive such expiration or termination.
18. Time. Time is of the essence of each provision of this Lease.
19. Entire Agreement; Amendments. This Lease and Exhibits attached hereto and incorporated herein by this reference, constitutes the final, complete, and exclusive statement of the terms of the agreement between Landlord and Subtenant pertaining to the lease and supersedes all prior and contemporaneous understandings or agreements of

the parties. This Lease may not be amended or modified except in a writing signed by both parties.

20. Notices. All notices delivered pursuant to this Lease shall be in writing and delivered to each party's respective administrative office address, addressed to the Yuba County Superintendent of Schools and the Wheatland Elementary School District Superintendent of schools, or their designees.
21. Authority. Each party warrants and represents that it has full authority to enter into this Lease, that this Lease constitutes a binding obligation of such party, and that the individual(s) signing on behalf of such party are duly authorized to bind such party hereto.
22. Counterparts. This Lease may be executed in counterparts, each of which shall constitute an original, and all of which together shall constitute one and the same instrument. The signature page of any counterpart may be detached therefrom without impairing the legal effect of the signature(s) thereon provided such signature page is attached to any other counterpart identical thereto except having additional signature pages executed by any other party. This Lease shall take effect when signed by all parties hereto and all parties have written notice of the signature of all the remaining parties. The parties agree that a signed copy of this Lease transmitted by one party to the other party by facsimile transmission shall be binding upon the sending party to the same extent as if it had delivered a signed original of the Lease.
23. Non-Agency. It is not the intention of Landlord or Subtenant to create a relationship of principal and agent, and under no circumstances shall Subtenant be considered the agent of Landlord, it being the sole purpose and intent of the parties to create a relationship of landlord and subtenant.

Yuba County Office of Education

Wheatland Elementary School District

\_\_\_\_\_  
Name:

Title:

Dated: \_\_\_\_\_

\_\_\_\_\_  
Name:

Title:

Dated: \_\_\_\_\_

# Yuba County Special Education School Accountability Report Card Reported Using Data from the 2019-2020 School Year Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

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

## **California School Dashboard**

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

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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
Website	<a href="http://www.yubacoe.org">http://www.yubacoe.org</a>
County-District-School (CDS) Code	58105876069249

### District Contact Information (School Year 2020-2021)

Entity	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
Website	<a href="http://www.yubacoe.org">http://www.yubacoe.org</a>

### School Description and Mission Statement (School Year 2020-2021)

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 in Plumas Lake, Goldfield Preschool in Olivehurst, Journeys and Discoveries Preschools in Wheatland, 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 Wheatland Elementary, YCOE McKenney Intermediate (Anna Bell Karr School), YCOE Bear River Upper Elementary and Intermediate, 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, Nursing services, Adapted Physical Education and Speech and Language Therapy services are provided to eligible students attending YCOE regional programs and 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.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	17
Grade 1	16
Grade 2	19
Grade 3	11
Grade 4	10
Grade 5	10
Grade 6	8
Grade 7	9
Grade 8	12
Grade 9	6
Grade 10	12
Grade 11	7
Grade 12	35
<b>Total Enrollment</b>	<b>172</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.6
Asian	5.8
Hispanic or Latino	33.7
Native Hawaiian or Pacific Islander	1.7
White	46.5
Two or More Races	6.4
Socioeconomically Disadvantaged	36.6
Students with Disabilities	98.8
Foster Youth	1.2
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

## Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	21	24	
Without Full Credential	12	7	4	
Teaching Outside Subject Area of Competence (with full credential)	1	2	3	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	2	3	3
Total Teacher Misassignments*	3	5	6
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 2020

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Teacher created curricular materials aligned to SEACO standards and IEP goals and objectives. SEACO Content Access Guide Unique Curriculum News2You	No	0.0
<b>History-Social Science</b>	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
<b>Health</b>	Positive Prevention Plus James Stanfield's Circles Curriculum	No	0.0

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

## 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.

### School Facility Good Repair Status

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

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

**Year and month of the most recent FIT report:** 10/7/2020 - 10/22/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	Virginia School and Spring Valley organized and well maintained.



<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	Virginia School and Spring Valley clean and organized. Gopher problem at Spring Valley being addressed.
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Clean
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	Virginia School recently modernized. New parking lot complete. Grounds and landscape under renovation. New playground under construction. Spring Valley well maintained with new siding and paint on building exterior.
<b>Overall Rating</b>	Exemplary Good	

## 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, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A	20	N/A	50	N/A
Mathematics (grades 3-8 and 11)		N/A	6	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	0	N/A	7	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

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.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

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	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

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.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	6.7	--	38.5	31.9	47.2	53.8	9.1	9.6	9
Graduation Rate	0	--	0	25.9	20.8	21.7	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.0	5.8	7.0	8.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

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

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

### School Safety Plan (School Year 2020-2021)

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees on February 12, 2020. 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

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	9	3			9	4						
2	1	1										
4					8	1						
5	9	1										
6	6	1							1	1		
Other**	8	3			8	4			7	13		

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

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,677	\$10,659	\$7,018	\$57,031
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	-3.4
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A	-9.9	N/A

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

### Types of Services Funded (Fiscal Year 2019-2020)

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.

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.

**Teacher and Administrative Salaries (Fiscal Year 2018-2019)**

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		

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

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	

Professional development activities take place on ten 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 - CALPS/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. 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.

**Harry P B Carden School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**DataQuest**

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

**California School Dashboard**

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

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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	Bobbi Abold
Email Address	bobbi.abold@yubacoe.k12.ca.us
Website	www.yubacoe.org
County-District-School (CDS) Code	58 10587 5830047

### District Contact Information (School Year 2020-2021)

Entity	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
Website	www.yubacoe.org

### School Description and Mission Statement (School Year 2020-2021)

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.

Mission Statement:

“To inspire our students to achieve educationally, socially, and technologically.”

Vision Statement:

“To accept our students as they come and build on strengths, strengthen our own weakness, and hold everyone to school wide high standards. Learning is not an option but a way to achieve present and future successes.”

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 9	2
Grade 10	6
Grade 11	14
Grade 12	2
<b>Total Enrollment</b>	<b>24</b>

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	4.2
Hispanic or Latino	41.7
White	41.7
Two or More Races	4.2
Socioeconomically Disadvantaged	100
English Learners	20.8
Students with Disabilities	33.3
Foster Youth	12.5
Homeless	

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	4	3	2	N/A
Without Full Credential	2	2	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

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.

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

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

## 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.

**School Facility Good Repair Status**

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

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

**Year and month of the most recent FIT report:** N/A

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

## 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, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	20	N/A	50	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	6	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	7	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**Career Technical Education Programs (School Year 2019-2020)**

Intro and Concentrator classes in construction technology were offered at Thomas E. Mathews, Camp Singer and Carden during the 19-20 school year. Due to Covid 19 restrictions which were initiated in March 2020, in person construction CTE offerings, at these locations for the 19/20 school year was stopped. These construction programs were conducted through the county office (Yuba COE) and not funded through a Regional Occupation Program.

In the 20/21 school year, YCOE is in the process of transitioning into CTE offerings through collaboration with the Yuba County Career Preparatory Charter School. This collaboration will open opportunities for students in industry sectors including, transportation, manufacturing, plant and soil science and animal science. Additionally, increased CTE opportunities for students through Edgenuity are scheduled to begin being offered in Spring 2021.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	100%
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

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

Opportunities for Parental Involvement:

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

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

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Dropout Rate</b>	58.3	59.1	76.5	31.9	47.2	53.8	9.1	9.6	9
<b>Graduation Rate</b>	33.3	22.7	17.6	25.9	20.8	21.7	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.6	10.2	7.0	8.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4	N/A	N/A
Expulsions	0	N/A	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

### School Safety Plan (School Year 2020-2021)

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees in February, 2020. 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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	4	8			5	9			3	9		
Mathematics	9	4			21	1	1		15	2		
Science	12	3			14	2	1		15	2		
Social Science	12	3			9	5			7	4		

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.75
Social Worker	0
Nurse	.75
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.25
Other	0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,309	\$7,279	\$4,030	\$59,944
District	N/A	N/A	\$10,881	N/A
Percent Difference - School Site and District	N/A	N/A	-91.9	18.1
State	N/A	N/A	\$7,750	N/A
Percent Difference - School Site and State	N/A	N/A	-63.2	NA

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

### Types of Services Funded (Fiscal Year 2019-2020)

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.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

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		

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	37	39	50

The Harry P. B. Carden School professional development model focuses on academics, behavior, and social and emotional learning. Based on data review from CALPADS and the Dashboard, we identified a need in all these areas. Academically, we transitioned to a new online curriculum, Edgenuity, to provide an A through G academic program and curriculum. Edgenuity delivers an instructional model grounded in research and is aligned to state standards. We combine direct-instruction with Edgenuity videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. To support integration of Edgenuity, we have dedicated multiple professional learning days to Edgenuity. Staff receive live training with Edgenuity professional development staff to introduce the program to them, review best practices, and to ensure successful implement of the new curriculum. Staff have enrolled in live webinars offered by Edgenuity to learn how to use Edgenuity in both a synchronous and asynchronous learning environment. Finally, staff is working collaboratively in Professional Learning Communities (PLCs) to plan, deliver, and monitor student access and engagement in Edgenuity.

Harry P. B. Carden School also 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. Additionally, Carden was recently WASC accredited in July 2019 and we are continuing to make sure that we update our WASC Action Plan.

**Thomas E. Mathews Community School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**DataQuest**

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

**California School Dashboard**

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



## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Thomas E. Mathews Community School
Street	1127 E St.
City, State, Zip	Marysville, Ca, 95901
Phone Number	530-749-4025
Principal	Bobbi Abold
Email Address	bobbi.abold@yubacoe.k12.ca.us
Website	<a href="http://www.yubacoe.org">http://www.yubacoe.org</a>
County-District-School (CDS) Code	58105870113274

### District Contact Information (School Year 2020-2021)

Entity	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
Website	<a href="https://www.yubacoe.org/">https://www.yubacoe.org/</a>

### School Description and Mission Statement (School Year 2020-2021)

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.

**MISSION STATEMENT:**

“To provide an educational program that encourages the development of well-rounded students who are positive, productive members of society.”

**Vision Statement:**

“The staff at T.E.M. create an environment for the intellectual and social development of all students.”

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 7	1
Grade 8	4
Grade 9	5
Grade 10	11
Grade 11	17
Grade 12	3
<b>Total Enrollment</b>	<b>41</b>

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	9.8
American Indian or Alaska Native	4.9
Asian	2.4
Hispanic or Latino	41.5
White	39
Two or More Races	2.4
Socioeconomically Disadvantaged	95.1
English Learners	9.8
Students with Disabilities	29.3
Foster Youth	2.4
Homeless	2.4

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	4	3	3	N/A
Without Full Credential	1	2	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	1	2	0
Total Teacher Misassignments*	1	2	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

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.

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

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

## 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.

### School Facility Good Repair Status

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

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

**Year and month of the most recent FIT report: 9-28-20**

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

## 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, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	20	N/A	50	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	6	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	7	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**Career Technical Education Programs (School Year 2019-2020)**

Intro and Concentrator classes in construction technology were offered at Thomas E. Mathews, Camp Singer and Carden during the 19-20 school year. Due to Covid 19 restrictions which were initiated in March 2020, in person construction CTE offerings, at these locations for the 19/20 school year was stopped. These construction programs were conducted through the county office (Yuba COE) and not funded through a Regional Occupation Program.

In the 20/21 school year, YCOE is in the process of transitioning into CTE offerings through collaboration with the Yuba County Career Preparatory Charter School. This collaboration will open opportunities for students in industry sectors including, transportation, manufacturing, plant and soil science and animal science. Additionally, increased CTE opportunities for students through Edgenuity are scheduled to begin being offered in Spring 2021.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	100%
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

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.

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	--	69.2	80	31.9	47.2	53.8	9.1	9.6	9
Graduation Rate	--	7.7	6.7	25.9	20.8	21.7	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	26.8	34.9	7.0	8.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	32	N/A	N/A
Expulsions	0.0	N/A	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

### School Safety Plan (School Year 2020-2021)

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees in February, 2020. 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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	3	12			3	15			4	7		
Mathematics	7	5			6	8			9	3		
Science	5	8			6	8			7	4		
Social Science	4	11			4	10			9	3		

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.75
Social Worker	0
Nurse	.75
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.50
Other	0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22,483	\$9,668	12,815	61,305
District	N/A	N/A	N/A	N/A
Percent Difference - School Site and District	N/A	N/A	6.8	3.9
State	N/A	N/A	\$7,750	N/A
Percent Difference - School Site and State	N/A	N/A	49.3	NA

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

### Types of Services Funded (Fiscal Year 2019-2020)

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.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

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		

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	37	39	50

Thomas E. Mathews professional development model focuses on academics, behavior, and social emotional learning. Based on data review from CALPADS and the Dashboard, we identified a need in all these areas. Academically, we transitioned to a new online curriculum, Edgenuity, to provide an A through G academic program and curriculum. Edgenuity delivers an instructional model grounded in research and is aligned to state standards. We combine direct-instruction with Edgenuity videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. To support integration of Edgenuity, we have dedicated multiple professional learning days exclusive to Edgenuity and online instruction and support. Staff receive live training with Edgenuity professional development staff to introduce the program to them, review best practices, and ensure successful implement of the new curriculum. Staff have enrolled in live webinars offered by Edgenuity to learn how to use Edgenuity in both a synchronous and asynchronous learning environment. Finally, staff is working collaboratively in Professional Learning Communities (PLCs) to plan, deliver, and monitor student access and engagement in Edgenuity.

Thomas E. Mathews also 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.