

# YUBA COUNTY BOARD OF EDUCATION

935 14th Street  
Marysville, CA 95901

## Agenda

January 9, 2019



Marjorie Renicker

George Smith, President

Mary Hovey

Desiree Hastey, Vice 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 9, 2019 – 4:30 P.M.  
Yuba County Office of Education  
935 14<sup>th</sup> Street – Oak Room  
Marysville, CA 95901

**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 Minutes of December 12, 2018 – Pages 3-6

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. Persons wishing to address the Board are requested to fill out a “Request to Speak” card before the start of the meeting and give it to the secretary, Board President, or superintendent. Individual speakers will be allowed five minutes to address the Board ~ fifteen minutes’ total time for public input on each item.

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 THIS ITEM PROVIDES AN OPPORTUNITY FOR THE DIRECTORS/SUPERINTENDENT/BOARD MEMBERS TO SHARE VARIOUS ITEMS OF INTEREST **INFORMATION ITEM**
- 5.2 COMMUNITY ENGAGEMENT LIAISON UPDATE  
Amy Nore **INFORMATION ITEM**
- 5.3 QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS – Page 7  
Dr. Reveles **INFORMATION ITEM**

Dr. Reveles will share the Quarterly Report on Williams Uniform Complaints for October 1, 2018 – December 31, 2018, 2<sup>nd</sup> Quarter, pursuant to Education Code §35186.

6. EDUCATIONAL SERVICES

- 6.1 CHILD CARE PLANNING COUNCIL UPDATE **INFORMATION ITEM**  
Tonya Byers

- 6.2 SCHOOL ACCOUNTABILITY REPORT **INFORMATION ITEM**  
CARDS – Pages 8-40  
Leslie Cena and Bobbi Abold

Staff will share information compiled for the 2017-2018 SARC for Board information and review. School Accountability Report Cards are compiled per state requirements for Special Education, Alternative Education and Charter Programs operated by the Yuba County Office of Education.

- 6.3 LOCAL CONTROL ACCOUNTABILITY **INFORMATION ITEM**  
PLAN (LCAP) UPDATE  
Bobbi Abold

7. FISCAL SERVICES

- 7.1 REVIEW OF AUDIT REPORT FOR 2017-2018 **INFORMATION ITEM**  
Violette Begley

The Audit Report for 2017-2018 will be distributed for review. Acceptance of the Audit Report for 2017-2018 will be placed on the agenda for the February 2019 Board Meeting.

8. OTHER ITEMS TO COME TO THE ATTENTION OF THE BOARD **INFORMATION ITEM**

9. ADJOURN

*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**

Wednesday, December 12, 2018 ~ 4:30 p.m.  
935 14<sup>th</sup> Street ~ Oak Room  
Marysville, CA 95901

<p><b>1. CALL TO ORDER, ATTENDANCE, PLEDGE OF ALLEGIANCE</b></p>	<p>A regular meeting of the Yuba County Board of Education was called to order at 4:30 p.m. at the Yuba County Office of Education, 935 14<sup>th</sup> Street, Marysville, by President Eva Teagarden.</p>
	<p>Present were Desiree Hastey, Mary Hovey, George Smith, and Eva Teagarden.</p>
<p><b>2. APPROVAL OF AGENDA</b></p>	<p>Motion made by Desiree Hastey and seconded by George Smith to approve the agenda. Motion carried with four affirmative votes: Hastey, Hovey, Smith, and Teagarden.</p>
<p><b>3. OATH OF OFFICE AND SEATING BOARD MEMBERS</b></p>	<p><b>OATH OF OFFICE AND SEATING OF BOARD MEMBERS</b></p> <p>Dr. Reveles, Yuba County Superintendent of Schools, administered the Oath of Office to incumbent Board Member, Eva Teagarden, Trustee Area 5, and appointed Board Member Marjorie Renicker, Trustee Area 1. Trustee Marjorie Renicker was seated.</p>
<p><b>4. ANNUAL ORGANIZATIONAL MEETING OF THE YUBA COUNTY BOARD OF EDUCATION</b></p> <p><b><u>ACTION ITEM</u></b></p>	<p><b>4.1 CONFIRM TIME, DATE AND PLACE OF REGULAR MEETINGS</b></p> <p>The regular Board Meetings are held at the Yuba County Office of Education, 935 14<sup>th</sup> Street, Marysville, on the second Wednesday of each month beginning at 4:30 p.m. with the exception of the June Board Meetings which will be held June 12, 2019, and June 19, 2019 and the December Board Meetings which will be held on December 11, 2019 and December 18, 2019 beginning at 4:30 p.m. Motion made by George Smith and seconded by Mary Hovey approving this schedule. Motion carried with five affirmative votes: Hastey, Hovey, Renicker, Smith, and Teagarden.</p> <p><b>4.2 ELECTION OF PRESIDENT AND VICE PRESIDENT FOR THE TERM FROM DECEMBER 2018 TO NOVEMBER 2019</b></p> <p>Motion made by Eva Teagarden and seconded by Mary Hovey to nominate Trustee George Smith to serve as President. Nominations were closed. Upon vote, George Smith was elected President of the Yuba County Board of Education from December 2018 to November 2019. Motion carried with five affirmative votes: Hastey, Hovey, Renicker, Smith, and Teagarden. Motion made by George Smith and</p>

# YUBA COUNTY BOARD OF EDUCATION

## REGULAR MEETING

Wednesday, December 12, 2018 ~ 4:30 p.m.

935 14<sup>th</sup> Street ~ Oak Room

Marysville, CA 95901

	<p>seconded by Eva Teagarden to nominate Desiree Hastey as Vice President. Nominations were closed. Upon vote, Desiree Hastey was elected Vice President of the Yuba County Board of Education from December 2018 to November 2019. Motion carried with five affirmative votes: Hastey, Hovey, Renicker, Smith, and Teagarden. President Smith asked Trustee Teagarden to continue to chair the remainder of the meeting.</p> <p><b>4.3 BOARD COMMITTEES: DESCRIPTIONS AND RESPONSIBILITIES</b></p> <p>Dr. Reveles discussed the YCOE Advisory Committees and asked the board members to consider serving on the committees. President Smith volunteered to serve on the Superintendent’s Salary Committee and the Budget Committee. Trustee Hastey volunteered to serve on the Superintendent’s Salary Committee. Trustee Teagarden volunteered to serve on the SELPA Community Advisory Committee. Trustee Renicker volunteered to serve on the Yuba County Children’s Wellness and Child Abuse Prevention Council.</p>
<p><b>5. CONSENT AGENDA</b></p> <p style="text-align: center;"><u><b>ACTION ITEM</b></u></p>	<p><b>5.1</b> Approval of Minutes of November 14, 2018  <b>5.2</b> Acceptance of Temporary County Certificates</p> <p>Motion made by George Smith and seconded by Desiree Hastey. Motion carried with five affirmative votes: Hastey, Hovey, Renicker, Smith, and Teagarden.</p>
<p><b>6. PUBLIC COMMENTS ON NON-AGENDA ITEMS</b></p>	<p>There were no public comments.</p>
<p><b>7. REPORT</b></p> <p style="text-align: center;"><u><b>INFORMATION ITEM</b></u></p>	<p><b>7.1</b> Dr. Reveles shared various items of interest:</p> <ul style="list-style-type: none"> <li>• Salvation Army’s 7<sup>TH</sup> Annual Kettle Kick Off &amp; Breakfast</li> <li>• Motivational Lunch with Juvenile Hall Students</li> <li>• Attended Wheatland Union High School District Board Meeting</li> <li>• National Student Safety &amp; Security Conference</li> <li>• Marysville Holiday Parade</li> <li>• Met with David Read, Executive Director of Yuba-Sutter Arts Council</li> </ul>

**YUBA COUNTY BOARD OF EDUCATION  
REGULAR MEETING**

Wednesday, December 12, 2018 ~ 4:30 p.m.  
935 14<sup>th</sup> Street ~ Oak Room  
Marysville, CA 95901

	<ul style="list-style-type: none"> <li>• Met with Rick Rawson, President of Adventist Health</li> <li>• Chaired Yuba County Children’s Council Meeting</li> <li>• Rotary Holiday Celebration</li> <li>• Site Visit to Fusion Early Learning</li> <li>• Joint Board Advance Gathering</li> <li>• Attended Virginia School Christmas Party</li> </ul>
<b><u>INFORMATION ITEM</u></b>	<p><b>7.2 COMMUNITY ENGAGEMENT LIAISON UPDATE</b></p> <p>Amy Nore, Community Engagement Liaison, shared the calendar of events.</p>
<b><u>INFORMATION ITEM</u></b>	<p><b>7.3 WILLIAMS REPORT (DISTRICTS)</b></p> <p>Bobbi Abold, Assistant Superintendent of Instruction, stated the annual Williams Report presentation was presented to the Marysville Joint Unified School District Board of Trustees.</p>
<b>8. FISCAL SERVICES</b>  <b><u>ACTION ITEM</u></b>	<p><b>8.1 APPROVAL OF FIRST INTERIM REPORT FOR 2018-2019</b></p> <p>Violette Begley, Director of Fiscal Services, reviewed the First Interim Report for 2018-2019 with the Board. Motion made by George Smith and seconded by Mary Hovey to approve the First Interim Report for 2018-2019. Motion carried with five affirmative votes: Hastey, Hovey, Renicker, Smith, and Teagarden.</p>
<b><u>ACTION ITEM</u></b>	<p><b>8.2 REQUEST FOR ALLOWANCE OF ATTENDANCE BECAUSE OF EMERGENCY CONDITIONS (FORM J-13A)</b></p> <p>Violette Begley reviewed the Request for Allowance of Attendance Because of Emergency Conditions, Form J-13A, due to the Butte County Camp Fire. Motion made by Desiree Hastey and seconded by Marjorie Renicker to approve the Request for Allowance of Attendance Because of Emergency Conditions, Form J-13A. Motion carried with five affirmative votes: Hastey, Hovey, Renicker, Smith, and Teagarden.</p>
<b>9. OTHER ITEMS TO COME TO THE ATTENTION OF THE BOARD</b>	<p>There were no other items to come to the attention of the Board.</p>

**YUBA COUNTY BOARD OF EDUCATION**  
**REGULAR MEETING**  
Wednesday, December 12, 2018 ~ 4:30 p.m.  
935 14<sup>th</sup> Street ~ Oak Room  
Marysville, CA 95901

<b><u>INFORMATION</u></b> <b><u>ITEM</u></b>	
<b>10. ADJOURNMENT</b>	Meeting was adjourned at 5:33 p.m.

Respectfully submitted,

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



**Valenzuela/CAHSEE Lawsuit Settlement**  
**Quarterly Report on Williams Uniform Complaints**  
 [Education Code § 35186(d)]  
**2018-2019**

District Yuba County Office of Education

Person completing this form: Francisco Reveles Title: Superintendent

Quarterly Report Submission Date:  
 (check one)

- October 2018-1<sup>st</sup> quarter-(7/1/18-9/30/18)
- January 2019-2<sup>nd</sup> quarter (10/1/18-12/31/18)
- April 2019-3<sup>rd</sup> quarter (1/1/19-3/31/19)
- July 2019-4<sup>th</sup> quarter (4/1/19-6/30/19)

Date for information to be reported publicly at governing board meeting: January 9, 2019

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
CAHSEE Intensive Instruction and Services	0		
<b>TOTALS</b>	0		

Print Name of District Superintendent Francisco Reveles, Ed.D.

Signature of District Superintendent \_\_\_\_\_

Date \_\_\_\_\_

# Yuba County Special Education School Accountability Report Card Reported Using Data from the 2017-18 School Year Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

### **Internet Access**

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

## **About This School**

### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Yuba County Special Education
<b>Street</b>	935 14th St.
<b>City, State, Zip</b>	Marysville, CA, 95901-4149
<b>Phone Number</b>	530-749-4871
<b>Principal</b>	Leslie Cena
<b>E-mail Address</b>	leslie.cena@yubacoe.k12.ca.us
<b>Web Site</b>	<a href="http://www.yubacoe.org">http://www.yubacoe.org</a>
<b>CDS Code</b>	58105876069249

<b>District Contact Information</b>	
<b>District Name</b>	Yuba County Office of Education
<b>Phone Number</b>	(530)749-4900
<b>Superintendent</b>	Dr. Francisco Reveles
<b>E-mail Address</b>	francisco.reveles@yubacoe.k12.ca.us
<b>Web Site</b>	<a href="http://www.yubacoe.org">http://www.yubacoe.org</a>

### **School Description and Mission Statement (School Year 2018-19)**

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, Agnes Weber Meade School on the Kynoch Campus, YCOE Ella Elementary, YCOE Wheatland Elementary, Anna Bell Karr School on the McKenney Intermediate Campus, YCOE Bear River Upper Elementary and Intermediate, YCOE Wheatland High School, YCOE Marysville High School and YCOE Yuba College. Students with visual impairments are served in classrooms at their school of residence with support services located in the VI Resource Center at the YCOE Educational Support Center. Adapted Physical Education and Speech and Language Therapy services are provided to eligible students attending YCOE regional programs and students in the following districts: Camptonville, Plumas, Wheatland Elementary, and Wheatland High School. Preschool Speech and Language Services are provided to eligible students in all districts countywide. The Yuba County Office of Education serves Camptonville Union School District by providing specialized academic instruction, nursing and psychological support services.

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	16
Grade 1	18
Grade 2	14
Grade 3	9
Grade 4	5
Grade 5	8
Grade 6	9
Grade 7	9
Grade 8	9
Grade 9	12
Grade 10	3
Grade 11	9
Grade 12	39
<b>Total Enrollment</b>	<b>160</b>

**Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.5
American Indian or Alaska Native	0.6
Asian	7.5
Filipino	0.0
Hispanic or Latino	31.9
Native Hawaiian or Pacific Islander	0.0
White	51.3
Socioeconomically Disadvantaged	50.0
English Learners	7.5
Students with Disabilities	100.0
Foster Youth	0.6

**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**

<b>Teachers</b>	<b>School</b>			<b>District</b>
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2018-19</b>
<b>With Full Credential</b>	17	18	18	
<b>Without Full Credential</b>	12	12	12	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	1	1	1	

**Teacher Misassignments and Vacant Teacher Positions**

<b>Indicator</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Misassignments of Teachers of English Learners</b>	1	1	2
<b>Total Teacher Misassignments *</b>	2	2	3
<b>Vacant Teacher Positions</b>	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 Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** September 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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	No	0.0
<b>Mathematics</b>	Touchmath Saxon Math Survival Math SEACO Content Access Guide Unique Curriculum News2You Early Start Denver Model	No	0.0
<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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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 (Most Recent Year)**

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 overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: November 2018		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Virginia School new HVAC units installed, intercom upgraded.
<b>Interior:</b> Interior Surfaces	Good	Spring Valley rated fair - tree causing gutter clog and siding damage. Virginia School rated good.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Spring Valley treated for gophers.
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	New classroom being built on the Virginia School site. Modernization planned for Virginia School site.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Spring Valley rated good - new bark and swings on playground post Loma Rica fire. Virginia School rated poor - tree root issue.

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: November 2018</b>	
<b>Overall Rating</b>	<b>Good</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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	18.0	0.0	30.0	24.0	48.0	50.0
Mathematics (grades 3-8 and 11)	2.0	0.0	12.0	13.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16	0	0.00	0.00
Male	13	0	0.00	0.00
Female	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	16	0	0.00	0.00
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.



**Career Technical Education Programs (School Year 2017-18)**

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 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 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**
7	**	**	**

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.

**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 2018-19)**

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.

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, YCOE Wheatland High 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. Full time administrative support and part time clerical support is provided for the six preschool special education programs, as well as support to the Visually Impaired Program. 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 2016-17)

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 <http://www.cde.ca.gov/ds/fd/cs/>.

#### Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

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

**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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	--	36.4	6.7	55.3	55.6	31.9	10.7	9.7	9.1
<b>Graduation Rate</b>	--	0.0	0.0	20.5	22.2	25.9	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.0	5.1	5.0	9.1	10.2	7.0	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees on February 14, 2018. 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.

**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	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	8	4			8	5			9	3		
2									1	1		
4	6	1										
5					8	1			9	1		
6									6	1		
Other	7	3			8	2			8	3		

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.

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

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	3.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	11.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.6	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,707	\$8,970	\$5,737	\$55,331
District	N/A	N/A	N/A	
Percent Difference: School Site and District	N/A	N/A		-3.4
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	-21.6	

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

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

**Psychologist:** Three full time psychologists provide services to YCOE operated regional special education programs, alternative education programs, charter programs (academies and independent study programs), and Camptonville 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 oversee the Workability program, which employs two Workability Counselors.

**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:** 1.6 FTE Adapted Physical Education teachers serve eligible students in YCOE regional programs as well as eligible students in the following districts: Camptonville, Plumas, Wheatland Elementary, and Wheatland High School.

**Speech and Language Pathologists:** 11.2 FTE Speech and Language Pathologists and 2.0 FTE Speech Language Pathology Assistants serve eligible students in YCOE regional programs as well as eligible students in the following districts: Camptonville, Plumas, Wheatland Elementary, and Wheatland 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.

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

---

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, Medical Practitioner Training, iPad Strategies, Procedures and Confidentiality, Behavior Basics, ABA Training, Common Core State Standards, CAA Training, Legal Issues, EL Strategies and Redesignation - CALPS, EpiPen Training, Safety Procedures, Mandatory Reporting, Staff Orientation, Blood Borne Pathogens, Keenan Online Trainings, Assistive Technology, Phonological Assessments, SEIS Training, Unique and News2You Curriculum, Field Trip Procedures, Lifting/Positioning, CPR/First Aid, Interactive White Boards, PROMIS, 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, SEACO Content Access Guide, Singing in the Rain and Beyond, MOVE, adaptive physical education, Conflict Management, Picture Exchange Communication System, Handwriting Without Tears, Early Start Denver Model, Autism, and Apraxia. 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.

## 2018 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**

Please review and complete each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

### **School Contact Information (School Year 2018-19)**

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
<b>School Name</b>	Thomas E. Mathews Community School
<b>Street</b>	1127 E St.
<b>City, State, Zip</b>	Marysville, Ca, 95901
<b>Phone Number</b>	530-749-4025
<b>Principal</b>	Chris Meyer,
<b>E-mail Address</b>	chris.meyer@yubacoe.k12.ca.us
<b>School Website</b>	http://www.yubacoe.org
<b>CDS Code</b>	58105870113274

**District Contact Information (School Year 2018-19)**

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

<b>District Information</b>	
<b>District Name</b>	Yuba County Office of Education
<b>Street</b>	935 14th St
<b>City, State, Zip</b>	Marysville
<b>Phone Number</b>	(530) 749-4900
<b>Superintendent</b>	Dr. Francisco Reveles
<b>Web Site</b>	www.yuba.net
<b>E-mail Address</b>	francisco.reveles@yubacoe.k12.ca.us

**School Description and Mission Statement (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

The Yuba County Office of Education provides a full range of educational services to meet the needs of students in the Community School. T.E. Mathews Community School serves students in grade 7-12 and is located in downtown Marysville. TEM provides an alternative learning community for students that are court ordered to the program, expelled from school districts, and/or are beyond parental control. The primary goal of the school is to help students succeed academically and successfully return to public school. We focus on creating a stimulating learning atmosphere while remediating credit deficiencies and mitigating existing learning problems. Teacher directed learning, group and individual assignments, oral recitation, beginning construction, and arts infused thematic lessons are delivered by teachers who are using a wide variety of teaching techniques to address learning styles of all students. Special Education services are provided by classroom teachers under the guidance of a resource teacher who also works individually with students. We have added an Intervention Specialist that will be working on Individualized Learning Plans for every student here at T.E.M. We have also added a Learning Center that helps provide an RTI/MTSS model to bring equity in learning for all students. All students are tested when enrolled and placed at their appropriate grade level via our STAR Renaissance program. Subsequent assessments are administered every six weeks. Students are offered the opportunity to make up credits through additional individual assignments. We have added a Study Hall to the end of our day in order to help students regain the credits they're behind in.

**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. creates an environment for the intellectual and social development of all students."



**Opportunities for Parental Involvement (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

---

**Opportunities for Parental Involvement (School Year 2017-18)**

Parents are consistently encouraged to actively participate in the T.E. Mathews program.

Festivals that feature student achievement in academics and behavior are presented, frequent parent/teacher meetings are held, and the Probation Officer and Principal speak with parents on a daily basis. Our student population is often disenfranchised from the public school system and parents have not had many positive experiences with the schools. It is a challenge to engage the parents in the school process. Parents are always welcome to visit the school, observe classes, and actively work with their child's behavior.

All parents commit to helping their children be successful students. Parents are encouraged to be involved with their child's education and to help tailor the program to meet individual needs. Parents are always welcome to come and listen to presentations made by the students. This year parents were invited to a barbecue. Parents are asked and encouraged to contact the teacher weekly to learn about what is happening at school and how their child is doing. When possible, teachers will email parents with information on student progress and tips on how to help their children with their education. All students and parents receive school rules and procedures at the beginning of the school year.

**School Safety Plan (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

---

The Yuba County Office of Education Safe School Plan is on the board agenda to be adopted by the Yuba County Office of Education Board of Trustees in February, 2018. 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.

**School Facility Conditions and Planned Improvements (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE’s MS Excel format (only) can be submitted to DTS for import by clicking here. Requests for multiple schools should be sent in one email. Otherwise, Please review and complete the information below as needed.

**Year and month of the most recent FIT report: 10-25-18**

This section should be kept to 1-2 paragraphs.

Policies are in place addressing compliance with state mandates concerning asbestos, earthquakes, fires, substance abuse, tobacco, violence, and weapons. Guidelines and regulations required by Probation and Social Services are also adhered to. Thomas E. Mathews moved into a brand new facility this past year after being in a remolded site for a number of year. Due to the nature of the student body, close watch is maintained by the Probation Officer and school staff for signs of gang activity, violence, and drug use. Students are provided with TEM shirts and sweatshirts but are not required to wear them. Students are however, still not allowed to wear red or blue to school. Surveillance cameras have been installed and constantly monitor the facility.

**School Facility Good Repair Status (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent):

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		

### Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	4	4	4	
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	1	
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	2	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	1	1
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	2	1	1
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

**Academic Counselors and Other Support Staff (School Year 2017-18)**

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	♦
Library Media Teacher (Librarian)	0.0	♦
Library Media Services Staff (paraprofessional)	0	♦
Psychologist	0.1	♦
Social Worker	0.3	♦
Nurse	0.1	♦
Speech/Language/Hearing Specialist	0.	♦
Resource Specialist (non-teaching)	0.5	♦
Other	0	♦

♦ means data is not required. The fields are intentionally not provided.

### Textbooks and Instructional Materials (School Year 2018-19)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

---

**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** January 2014

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Holt Literature and Language Arts Grades 6-12 Houghton Mifflin Grades K-6 High Point Supplemental & EL	Yes	0.0
<b>Mathematics</b>	McDougal Littell, Alg. 1 2008 Saxon Alg II Prentice Hall Geometry 2008	Yes	0.0
<b>Science</b>	McGraw Hill Science Grades k-5 Holt Ca. Science Grades 6-8 Glencoe Physical Science Grades 9- 12 Glencoe Earth Science Grades 9-12 Glencoe Biology Grades 9-12 Glencoe Chemistry Grades 9-12 Glencoe Physics Grades 9-12	Yes	0.0
<b>History-Social Science</b>	Medieval and Early Modern Times Grade 7 America: history of Our Nation Grade 8 Globe W orld History Grade 10 Globe American History Grade 11	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	N/A	Yes	0.0
Health	Glencoe Health	Yes	0.0
Visual and Performing Arts	Discovering Art History	Yes	0.0
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	0.0

♦ means data is not required. The fields are intentionally not provided.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

The fields that are highlighted yellow are populated for you with data provided by CDE.

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 16-17.

The most recent data available from CDE is for fiscal year 2016-17. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$35,887	\$4,665	\$31,222	\$55,331
District	♦	♦	\$10,881	
Percent Difference: School Site and District	♦	♦	96.6	3.9
State	♦	♦	\$7,125	
Percent Difference: School Site and State	♦	♦	125.7	

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### **Types of Services Funded (Fiscal Year 2017-18)**

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

---

Revenue for the school was derived from state apportionment as determined by the average daily attendance. Expenditures include textbooks and instructional materials and 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.

### **Professional Development (2016-17, 2017-18 and 2018-19)**

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2016-17, 2017-18 and 2018-19. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
  - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
  - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
- 

Thomas E. Mathew's designates collaboration every Friday as minimum days for lesson planning, team building, curriculum and instruction, classroom management, multiple learning modalities, PBIS, and Professional Learning Communities. Currently Thomas E Mathews is working hard to bring changes that will help ensure student success. Much of our current professional development is dedicated to finding avenues of support by building Individualized Learning Plans that will meet every student's need. With the use of PBIS and a level system, we have found a way motivate students and have seen an improvement in their confidence and academic ability.

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.**

**If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### **Career Technical Education Programs (School Year 2017-18)**

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

---

Our students are working in Construction every day of the week which helps them to build skills that will be transferable for the work world.

### **Career Technical Education Participation (School Year 2017-18)**

Please review and complete the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 17-18, is correct.

<b>Measure</b>	<b>CTE Program Participation</b>
<b>Number of pupils participating in CTE</b>	30
<b>% of pupils completing a CTE program and earning a high school diploma</b> The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	20
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	0.0



## 2018 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**

Please review and complete each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

### **School Contact Information (School Year 2018-19)**

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
<b>School Name</b>	Harry P B Carden School
<b>Street</b>	1023 14th St
<b>City, State, Zip</b>	Marysville, CA 95901-4149
<b>Phone Number</b>	(530) 741-6409 ext 128
<b>Principal</b>	Chris Meyer
<b>E-mail Address</b>	chris.meyer@yubacoe.k12.ca.us
<b>School Website</b>	w w w .yuba.net
<b>CDS Code</b>	58 10587 5830047

**District Contact Information (School Year 2018-19)**

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Yuba County Office of Education
Street	935 14th St
City, State, Zip	Marysville
Phone Number	(530) 749-4900
Superintendent	Dr. Francisco Reveles
Web Site	www.yuba.net
E-mail Address	www.yubacoe.org

**School Description and Mission Statement (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

---

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 and successfully return to public school upon their release. We focus on creating a stimulating learning atmosphere while remediating credit deficiencies and mitigating existing learning issues. Teacher directed learning, group and individual assignments, oral recitation, Health classes, computer classes, and arts are infused in to thematic lessons. Teachers use a variety of instructional strategies to meet the needs of all students. Special Education services are provided by classroom teachers under the guidance of a Resource Teacher who also works individually with students. One key aspect that we have addressed is the use of our Intervention Specialist to help bring extra support to the students that are several grade levels behind in Math, English or any subject. They also bring curriculum to students that may be on a modified program and unable to attend class. All students are tested when enrolled and placed in the appropriate level of work. Subsequent testing is administered every six weeks and recorded to help direct teachers and services in our LCAP. Students are offered the opportunity to make up credits. During our intervention time, students can either use textbooks or our online Odysseyware system to regain credits. Care is taken to immediately obtain transcripts from other schools and ensure that completed transcripts are forwarded immediately upon a student's release. Transcript evaluations are completed within one week for all students in grades 10-12 to ensure placement in appropriate subjects.

**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 weakness, holding everyone to school wide high standards. Learning is not an option but a way to achieve present and future successes."

### **Opportunities for Parental Involvement (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

---

Students incarcerated in Juvenile Hall are placed under the jurisdiction of the courts. A minimal amount of parent contact is made by the school. Parent contact is made for attendance at IEP meetings for Special Education students. Parents are welcome to call and check on the academic progress of their child, but must conform to the rules and regulations of the facility. Parents are also encouraged to participate on the school site council.

### **School Safety Plan (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

---

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees in February, 2018. 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.

### **School Facility Conditions and Planned Improvements (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, Please review and complete the information below as needed.

---

**Year and month of the most recent FIT report: 10-25-18**

This section should be kept to 1-2 paragraphs.

Policies are in place addressing compliance with state mandates concerning asbestos, earthquakes, fires, substance abuse, tobacco, violence, and weapons. Guidelines and regulations required by Probation and Social Services are also adhered to. The building is maintained by Probation.

**School Facility Good Repair Status (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent):

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		

### Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	6	4	4	
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	2	
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	1	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	2	2	
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	3	2	
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	

**Academic Counselors and Other Support Staff (School Year 2017-18)**

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0.0	0.0.
<b>Counselor (Social/Behavioral or Career Development)</b>	0.3	♦
<b>Library Media Teacher (Librarian)</b>	0.0	♦
<b>Library Media Services Staff (paraprofessional)</b>	0.0	♦
<b>Psychologist</b>	0.1	♦
<b>Social Worker</b>	0.0	♦
<b>Nurse</b>	0.1	♦
<b>Speech/Language/Hearing Specialist</b>	0.1	♦
<b>Resource Specialist (non-teaching)</b>	0.5	♦
<b>Other</b>		♦

♦ means data is not required. The fields are intentionally not provided.

**Textbooks and Instructional Materials (School Year 2018-19)**

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

---

**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2016

This section should be kept to 1-2 paragraphs.

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Holt Literature and Language Arts Grades 6-12 Houghton Mifflin Grades K-6 High Point Supplemental & EL	Yes	0.0
<b>Mathematics</b>	McDougal Littell, Alg. 1 2008 Saxon Alg II Prentice Hall Geometry 2008	Yes	0.0
<b>Science</b>	McGraw Hill Science Grades k-5 Holt Ca. Science Grades 6-8 Glencoe Physical Science Grades 9- 12 Glencoe Earth Science Grades 9-12 Glencoe Biology Grades 9-12 Glencoe Chemistry Grades 9- 12 Glencoe Physics Grades 9-12	Yes	0.0
<b>History-Social Science</b>	Medieval and Early Modern T imes Grade 7 America: history of Our Nation Grade 8 Globe World History Grade 10 Globe American History Grade 11	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	N/A	Yes	0.0
Health	Glencoe Health	Yes	0.0
Visual and Performing Arts	Discovering Art History	Yes	0.0
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	0.0

♦ means data is not required. The fields are intentionally not provided.

### **Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

The fields that are highlighted yellow are populated for you with data provided by CDE.

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 16-17.

The most recent data available from CDE is for fiscal year 2016-17. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$12,888	\$2,062	\$10,826	\$55,331
District	♦	♦	\$10,881	
Percent Difference: School Site and District	♦	♦	-0.5	18.1
State	♦	♦	\$7,125	
Percent Difference: School Site and State	♦	♦	41.2	

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



### **Types of Services Funded (Fiscal Year 2017-18)**

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

---

Revenue for the school was derived from state apportionment as determined by the average daily attendance. Expenditures include textbooks and instructional materials and 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 EL support were also provided.

### **Professional Development (2016-17, 2017-18 and 2018-19)**

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2016-17, 2017-18 and 2018-19. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
  - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
  - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
- 

Harry P.B. Carden School designates collaboration every Friday as minimum days for lesson planning, team building, curriculum and instruction, classroom management, multiple learning modalities, PBIS, and Professional Learning Communities. Harry P.B. Carden constantly working hard to bring changes that will help ensure student success. Much of our current professional development is dedicated to finding avenues of support by building Individualized Learning Plans that will meet every student's need.

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.**

**If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

---

Students in the camp program have the opportunity to take a Construction Technology class for up to two hours a day.

### Career Technical Education Participation (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 17-18, is correct.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	20
<b>% of pupils completing a CTE program and earning a high school diploma</b> The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	40
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	0