

YUBA COUNTY BOARD OF EDUCATION

935 14th Street
Marysville CA 95901

Agenda

February 14, 2018



Marlene Rastetter

Trustee Area 1

George Smith

Trustee Area 2

Mary Hovey

Trustee Area 3

Desiree Hastey, Vice President

Trustee Area 4

Eva Teagarden, President

Trustee Area 5



Francisco Reveles, Ed.D.
Superintendent

**YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING**

Wednesday, February 14, 2018 – 4:30 P.M.
Yuba County Office of Education
935 14th 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 January 10, 2018 – Page 3-5

3.2 Temporary County Teacher Certificates – Page 6

3.3 Acceptance of donation from Brooklyn Mercado of 240 glue sticks to be used by students and staff at Virginia School – Page 7

3.4 Acceptance of donation from Rotary Club of Marysville, Elks Marysville Lodge, and Recology Yuba-Sutter for hosting annual holiday luncheon, valued at \$2,000.00, for special education students – Page 8

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

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

5. REPORT

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

INFORMATION ITEM

5.2 ADOPTION OF RESOLUTION NO. 2018-01 – Page 9-10
CALLING FOR FULL AND FAIR FUNDING OF CALIFORNIA’S PUBLIC SCHOOLS
Superintendent Dr. Reveles

ACTION ITEM

Resolution urging the State Legislature to fund California’s public schools at the national average or higher by the year 2020, and at a level equal to or above the average of the top 10 states by 2025.

Recommend the Board to adopt Resolution No. 2018-01.

- 5.3 SUBMISSION OF CLASSIFIED OPENERS – Page 11-12 **INFORMATION ITEM**
FOR 2018-2019 NEGOTIATIONS (CSEA)
Superintendent Dr. Reveles

Requests have been submitted to the Superintendent from the classified employee group asking that this item be placed on the agenda as required by law. No action is necessary.

- 5.4 PUBLIC HEARING CLASSIFIED OPENERS **ACTION ITEM**
Superintendent Dr. Reveles

This is a routine process required by law to allow the public an opportunity to comment on the classified openers.

6. EDUCATIONAL SERVICES

- 6.1 SCHOOL ACCOUNTABILITY REPORT CARDS – Pages 13-46 **INFORMATION ITEM**
Leslie Cena and Bobbi Abold

Staff will share information compiled for the 2016-17 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.

- 6.2 YUBA COUNTY OFFICE OF EDUCATION – Page 47-89 **ACTION ITEM**
SAFETY PLAN
Bobbi Abold

Each school must have an approved safety plan in place that has been approved by the governing board. Yuba County Office of Education has updated the existing safety plan to include all required elements.

Recommend the Board approve the Yuba County Office of Education Safety Plan.

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

7. FISCAL SERVICES

- 7.1 ACCEPTANCE OF AUDIT REPORT FOR 2016-2017 **ACTION ITEM**
Violette Begley

The Audit Report for 2016-2017 was presented for review at the January 10, 2018, Board Meeting.

Recommend the Board accept the Audit Report for 2016-2017.

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, January 10, 2018 – 4:30 p.m.

935 14th Street – Oak Room

Marysville CA 95901

<p>1. CALL TO ORDER, ATTENDANCE, PLEDGE OF ALLEGIANCE</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 14th Street, Marysville, by President Eva Teagarden.</p>
	<p>Present were Desiree Hastey, Mary Hovey, George Smith, and Eva Teagarden. Absent: Marlene Rastetter.</p>
<p>2. APPROVAL OF AGENDA <u>ACTION ITEM</u></p>	<p>Motion made by George Smith and seconded by Mary Hovey to approve the agenda. Motion carried with four affirmative votes: Hastey, Hovey, Smith, and Teagarden. Absent: Marlene Rastetter.</p>
<p>3. CONSENT AGENDA <u>ACTION ITEM</u></p>	<p>3.1 Approval of Minutes of December 13, 2017 3.2 Approval of Minutes of December 26, 2017 3.3 Approval of Temporary County Teacher Certificates Motion made by Desiree Hastey and seconded by George Smith to approve the consent agenda. Motion carried with four affirmative votes: Hastey, Hovey, Smith, and Teagarden. Absent: Marlene Rastetter.</p>
<p>4. PUBLIC COMMENTS ON NON-AGENDA ITEMS</p>	<p>No public comments were made.</p>
<p>5. SUPERINTENDENT’S REPORT <u>INFORMATION ITEM</u></p>	<p>5.1 Dr. Reveles shared various items of interest:</p> <ul style="list-style-type: none"> • Motivational Presentation at the Quarterly Successful Connections Meeting (Yuba County Probation) • Holiday visits to school districts: <ul style="list-style-type: none"> ○ Plumas Lake Elementary School District ○ Wheatland School District ○ Camptonville Union School District ○ Marysville Joint Unified School District ○ Wheatland Union High School District • Attended the Juvenile Hall/Camp Singer Monthly Meeting • Attended Marysville Rotary Meeting • Appreciation lunch with Camp Singer students • Met with Melissa Cleveland • Met with Dr. Jeff Roberts (Plumas Lake School District) • Met with Jim Arnold, Yuba County Chief

YUBA COUNTY BOARD OF EDUCATION

REGULAR MEETING

Wednesday, January 10, 2018 – 4:30 p.m.

935 14th Street – Oak Room

Marysville CA 95901

	<p align="center">Probation Officer</p> <ul style="list-style-type: none"> • 93Q Radio Interview • Participated in the North Central Counties Professional Learning Network Meeting • Attended the Juvenile Hall/Camp Singer Monthly Meeting • Met with Chaya Galicia, Yuba County CalWORKs Homeless Program Manager • Chaired the Yuba County Children’s Council Meeting <p>Bobbi Abold, Assistant Superintendent of Instruction, shared information on the North Central Counties Professional Learning Network Meeting. Superintendent Reveles shared information on the Childrens Summit and invited Board Members and guest to attend the Childrens Summit on February 20, 2018. Amy Nore, Community Engagement Liaison, shared information on the 2018 Events Calendar.</p>
<p align="center"><u>INFORMATION ITEM</u></p>	<p>5.2 RECOGNITION OF ASSEMBLY MEMBER JAMES GALLAGHER FOR HIS DEDICATION AND SERVICES ON BEHALF OF YUBA COUNTY</p> <p>President Teagarden and Superintendent Reveles presented Assembly Member James Gallagher with Resolution No. 2017-08 for his dedication and services on behalf of Yuba County.</p>
<p align="center"><u>INFORMATION ITEM</u></p>	<p>5.3 QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS</p> <p>Superintendent Reveles shared the Quarterly Report on Williams Uniform complaints for the 2nd quarter, October 1, 2017 - December 31, 2017, pursuant to Education Code §35186. No complaints have been filed.</p>
<p>6. EDUCATIONAL SERVICES</p> <p align="center"><u>ACTION ITEM</u></p>	<p>6.1 APPROVAL OF YUBA COUNTY OFFICE OF EDUCATION CHARTER OVERSIGHT MANUAL</p> <p>Motion made by George Smith and seconded by Mary Hovey to approve the Yuba County Office of Education Charter Oversight Manual. Motion carried with four</p>

YUBA COUNTY BOARD OF EDUCATION
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	affirmative votes: Hastey, Hovey, Smith, and Teagarden. Absent: Marlene Rastetter.
<u>INFORMATION ITEM</u>	6.2 CHILD CARE PLANNING COUNCIL UPDATE Tonya Byers, Local Planning Council Coordinator for the Child Care Planning Council of Yuba and Sutter Counties, gave an update on the Child Care Planning Council. Tonya shared information on workshops and programs the Child Care Planning Council offers to the community.
<u>INFORMATION ITEM</u>	6.3 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) UPDATE Bobbi Abold shared updates on the Local Control Accountability Plan.
7. FISCAL SERVICES <u>INFORMATION ITEM</u>	7.1 REVIEW OF AUDIT REPORT FOR 2016-2017 Violette Begley, Director of Fiscal Services, reviewed the 2016-2017 Audit Report and shared there were no findings in the prior and current year.
8. OTHER ITEMS TO COME TO THE ATTENTION OF THE BOARD <u>INFORMATION ITEM</u>	Trustee Smith shared information on the State Farmer Degree and how his agriculture advisor helped him get his degree. President Teagarden shared that programs such as Future Farmers of American and ROTC are important for students.
9. ADJOURNMENT	Meeting was adjourned at 5:35 p.m.

Respectfully submitted,

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

Temporary County Certificates Issued
January 3, 2018 to February 5, 2018

<u>NAME</u>	<u>CREDENTIAL APPLIED FOR</u>	<u>PREV CRED</u>	<u>TCC EXPIR</u>
Gillen, Jeramy	Short Term Staffing Permit - PE	No	9/1/2018
Heinberger, Aimelle	Short Term Staffing Permit - General	Yes	9/1/2018

January 26, 2018

Board of Education
YUBA COUNTY OFFICE OF EDUCATION
935 14th Street
Marysville, CA 95901

RE: DONATION FROM BROOKLYN MERCADO

Dear Members of the Board:

On behalf of the students and staff of Virginia School, I request you accept the donation from Brooklyn Mercado of 240 Glue Sticks (4 Boxes). I have included a copy of my letter to Brooklyn.

Thank you for accepting this donation.

Very truly yours,



Courtney Coburn
Special Education Principal

Mailing Address:
Virginia School / 801 Olive Street / Wheatland, CA / 95692
Tel: 530-633-3120 / Fax: 530-633-3117

YCOE SDC PROGRAMS
Courtney Coburn - Principal
Jessica Burrone -Principal
Joshua Brock – Principal



Francisco Reveles, Ed.D.
Superintendent of Schools
Yuba County Office of Education
935 14th Street | Marysville CA 95901 | 530.749.4900

January 18, 2018

Board of Education
YUBA COUNTY OFFICE OF EDUCATION
935 14th Street
Marysville, CA 95901

RE: Donation from Rotary Club of Marysville, Elks & Recology

Dear Members of the Board:

On behalf of the students and staff of the YCOE Moderate/Severe Regional Special Education Programs, we request you accept the generous donation from the Rotary Club of Marysville of hosting an annual holiday luncheon for our students. The cost for hosting the event is approximately \$2000 which includes lunch provided by Recology and a gift for each student purchased and wrapped by the Rotarians. Additionally, the Elks Lodge donated the use of their facility for the sixth year.

The Rotarians have organized this event for over 30 years and have generously expanded the luncheon each year as our student population has grown. Enclosed is a copy of the thank you letters sent to each organization.

Thank you for accepting this donation.

Very truly yours,

A handwritten signature in blue ink, appearing to read 'Courtney Coburn', is written over a faint, larger version of the same signature.

Courtney Coburn - Principal
Jessica Burrone - Principal
Joshua Brock - Principal
Tax I.D. Number: 94-6002375

Mailing Address:
Virginia School / 801 Olive Street / Wheatland, CA / 95692
Tel: 530-633-3120 / Fax: 530-633-3117

RESOLUTION NO. 2018-01

RESOLUTION OF THE YUBA COUNTY BOARD OF EDUCATION

Resolution Calling for Full and Fair Funding of California's Public Schools

WHEREAS, California has the sixth largest economy in the world, and the largest Gross Domestic Product (GDP) of any state in the nation; and

WHEREAS, despite California's leadership in the global economy, the state falls in the nation's bottom quintile on nearly every measure of public K-12 school funding and school staffing; and

WHEREAS, California ranks 45th nationally in the percentage of taxable income spent on education, 41st in per-pupil funding, 45th in pupil-teacher ratios and 48th in pupil-staff ratios; and

WHEREAS, K-12 school funding has not substantially increased, on an inflation-adjusted basis, for more than a decade; and

WHEREAS, under the Local Control Funding Formula (LCFF), state funding for K-12 schools has only this year recently returned to levels predating the Great Recession of 2007; and

WHEREAS, the modest revenue increases since the implementation of LCFF have been eroded by rapidly increasing costs for health care, pensions, transportation and utilities; and

WHEREAS, 58 percent of California's public school students are eligible for free and reduced-price lunch — 13 percent above the national average — and 23 percent of California students are English learners, more than twice the national average; and

WHEREAS, California's investment in public schools is out of alignment with its wealth, its ambitions, its demographics and the demands of a 21st-century education; and

WHEREAS, in 2007, a bipartisan group of California leaders commissioned a report titled *Getting Down to Facts*, which stated it would take an additional \$17 billion annually to meet the State Board of Education achievement targets for K-12 schools; and

WHEREAS, in 2016, a California School Boards Association (CSBA) report, *California's Challenge: Adequately Funding Education in the 21st Century*, updated the *Getting Down to Facts* data and determined that, adjusting for inflation, an additional \$22 billion to \$40 billion annually would be required to provide all public school students with access to a high-quality education; and

WHEREAS, California funds schools at roughly \$1,961 per student less than the national average, which translates to approximately \$3,462 per student when adjusted for California being a high-cost state; and

WHEREAS, California trails the average of the top 10 states by almost \$7,000 in per-pupil funding; and

WHEREAS, in *Robles-Wong v. State of California*, a group of plaintiffs led by CSBA argued that California's school funding system violated Article IX of the State Constitution by denying all students access to an education that prepares them for economic security and full participation in our democratic institutions; and

WHEREAS, the California Supreme Court declined to hear the case by a 4-3 margin, prompting Justice Goodwin H. Liu to write: "It is regrettable that this court, having recognized education as a fundamental right in a landmark decision 45 years ago [*Serrano v. Priest* (1971) 5 Cal.3d 584], should now decline to address the substantive meaning of that right."; and

WHEREAS, in order to prepare our students for participation in a democratic society and an increasingly competitive, technology-driven global economy, California must fund schools at a level sufficient to support student success; and

WHEREAS, despite its vast wealth, California has consistently underfunded public education while widening its scope, adding new requirements and raising standards without providing appropriate resources to prepare all students for college, career and civic life; and

WHEREAS, if California is to close opportunity and achievement gaps and create a public school system that offers consistently high levels of education, the State must provide schools with the resources to meet the needs of their specific populations;

NOW, THEREFORE BE IT RESOLVED, that the governing board of the Yuba County Office of Education urges the State Legislature to fund California public schools at the national average or higher by the year 2020, and at a level that is equal to or above the average of the top 10 states nationally by 2025 and to maintain, at a minimum, this level of funding until otherwise decreed.

PASSED AND ADOPTED by the Governing Board of the Yuba County Board of Education on the 14th day of February 2018 by the following vote:

AYES:

NOES:

ABSENT:

ATTEST:

This resolution shall take effect upon its adoption.

By: _____
Eva Teagarden, President
Yuba County Board of Education

By: _____
Francisco Reveles, Ed.D., Superintendent
Secretary to the Yuba County Board of Education



**California
School
Employees
Association**

8217 Auburn Boulevard
Citrus Heights, CA 95610

(916) 725-1188
(800) 582-7314
FAX: (916) 725-3735
www.csea.com

Member of the AFL-CIO

*The nation's largest
independent classified
employee association*



January 25, 2018

Francisco Reveles, Superintendent
Yuba County Office of Education
935 14th Street
Marysville, Ca 95901

RE: CSEA Public Notice Letter – Initial Proposal 2018-19

Dear Superintendent Reveles:

Pursuant to Government Code Section 3547, the California School Employees Association, and its Yuba COE Chapter No. 705 (CSEA) hereby present its Successor Initial Proposal for the 2018-2019 year as follows:

ARTICLE III DUES AND PAYROLL DEDUCTIONS

CSEA shall negotiate fully and completely the removal of sub articles C, D and E the request for drop status with the CSEA.

ARTICLE XVII SALARY

CSEA intends to negotiate a fair and equitable salary increase on the salary schedule including language for step increases on an annual basis.

CSEA shall negotiate a change to the current salary schedule to address the minimum wage laws.

CSEA shall negotiate the three furlough days that were taken and never restored to be returned to the members work year.

CSEA shall negotiate language regarding out of class pay based upon education code 45110.

ARTICLE XIX FRINGE BENEFITS

CSEA plans to negotiate a prorated insurance for part-time workers and a fair and equitable increase to the Insurance Cap to help mitigate out of pocket costs to the classified unit.

ARTICLE XX FRINGE BENEFITS-RETIREEES, ET AL

CSEA shall negotiate the removal of language that requires retirees to “volunteer” 10 days of service to the County or have their benefits terminated from the existing contract language in sub-article B.

Francisco Reveles, Superintendent
Yuba County Office of Education
Page 2

In order to comply with public notice requirements, please present CSEA's Initial Proposal at the next scheduled County Board Meeting. After completion of public notice requirements by CSEA and the County, CSEA is prepared to meet and begin negotiations.

If there are any questions regarding this notice, please feel free to contact me directly either at 916-727-7323 or tmalsack@csea.com.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION



Theresa Malsack
Labor Relations Representative

TM/tw

c: Cindy Sutfin, Director of Human Resources; Field Director; Area A Director; Regional Representative #44; Chapter President #705;File

Yuba County Special Education School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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 2017-18)

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

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

School Description and Mission Statement (School Year 2017-18)

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 Yuba County Center for Education. 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 2016-17)

Grade Level	Number of Students
Kindergarten	19
Grade 1	14
Grade 2	11
Grade 3	6
Grade 4	9
Grade 5	9
Grade 6	9
Grade 7	10
Grade 8	11
Grade 9	2
Grade 10	6
Grade 11	6
Grade 12	31
Total Enrollment	143

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0
Asian	9.8
Filipino	0.7
Hispanic or Latino	30.1
Native Hawaiian or Pacific Islander	0
White	51.7
Two or More Races	4.9
Socioeconomically Disadvantaged	63.6
English Learners	8.4
Students with Disabilities	100
Foster Youth	1.4

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	9	17	18	
Without Full Credential	11	12	12	
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	0	2	2
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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	No	0.0
Mathematics	Touchmath Saxon Math Survival Math SEACO Content Access Guide Unique Curriculum News2You Early Start Denver Model	No	0.0
Science	Teacher created curricular materials aligned to SEACO standards and IEP goals and objectives. SEACO Content Access Guide Unique Curriculum News2You	No	0.0
History-Social Science	Teacher created curricular materials aligned to SEACO standards and IEP goals and objectives. SEACO Content Access Guide Unique Curriculum News2You James Stanfield's First Job Survival Skills Curriculum	No	0.0
Health	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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Virginia School received a Good rating for cleanliness. Spring Valley received a Fair rating due to gophers digging up the playground.
Electrical: Electrical	X			Virginia School lighting and 6 HVAC units replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Virginia School recently upgraded with a new roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Spring Valley playground sustained damage due to the Loma Rica fire. School site was cleared of all debris and playground is being refurbished.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2018				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	16	18	19	30	48	48
Mathematics (grades 3-8 and 11)	3	2	6	12	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	55	88.71	18.18
Male	45	40	88.89	17.5
Female	17	15	88.24	20
Asian	--	--	--	--
Hispanic or Latino	18	16	88.89	12.5
White	32	28	87.5	21.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	36	92.31	11.11
English Learners	--	--	--	--
Students with Disabilities	62	55	88.71	18.18
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	55	88.71	1.82
Male	45	40	88.89	2.5
Female	17	15	88.24	0
Asian	--	--	--	--
Hispanic or Latino	18	16	88.89	0
White	32	28	87.5	3.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	36	92.31	2.78
English Learners	--	--	--	--
Students with Disabilities	62	55	88.71	1.82
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	88	14	27	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 five times per year, plus special meetings if necessary, as the Community Advisory Committee. Topics covered include such issues as: compliance monitoring, state testing, 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 0-3. Grant support through the 1st 5 Yuba Children and Families Commission has enabled the FRC to expand services to children aged 3-5 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0	25	36.4	46.3	55.3	55.6	11.5	10.7	9.7
Graduation Rate	0	0	0	23.53	20.45	22.22	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	5.1	9.0	9.1	10.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees on March 8, 2017. 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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	9	1		8	4		8	5				
3	8	1										
4				6	1							
5	9	1					8	1				
6	5	2										
Other	6	4		7	3		8	2				

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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 2016-17)

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	11.0	N/A
Resource Specialist	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,370	\$8,542	\$4,828	\$54,089
District	N/A	N/A	N/A	
Percent Difference: School Site and District	N/A	N/A		-3.4
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	-26.6	

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

Types of Services Funded (Fiscal Year 2016-17)

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 four levels of SELPA governance - Superintendents' Council, 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: 11.0 FTE Speech and Language Pathologists 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.

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 Teacher is employed by the YCOE to assist with these 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 two full time Principals, 1 3/5 Principal 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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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 2016-17)

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		

Cells with N/A values do not require data.

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

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, CAPA Training, CAA Training, Legally Issues, EL Strategies and Redesignation, 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, 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, MOVE, adaptive physical education, Conflict Management, Picture Exchange Communication System, Handwriting Without Tears, Early Start Denver Model, 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.

Thomas E. Mathews Community School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School 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	Chris Meyer,
E-mail Address	chris.meyer@yubacoe.k12.ca.us
Web Site	http://www.yubacoe.org
CDS Code	58105870113274

District Contact Information	
District Name	Yuba County Office of Education
Phone Number	(530) 749-4900
Superintendent	Dr. Francisco Reveles
E-mail Address	francisco.reveles@yubacoe.k12.ca.us
Web Site	www.yuba.net

School Description and Mission Statement (School Year 2017-18)

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."

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	2
Grade 8	4
Grade 9	3
Grade 10	5
Grade 11	4
Grade 12	5
Total Enrollment	23

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	13
American Indian or Alaska Native	.043
Asian	0
Filipino	0
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	0
White	47
Two or More Races	NA
Socioeconomically Disadvantaged	100
English Learners	.043
Students with Disabilities	30
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	2	4	4	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	2	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	2	1
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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2014

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts Grades 6-12 Houghton Mifflin Grades K-6 High Point Supplemental & EL	Yes	0.0
Mathematics	McDougal Littell, Alg. 1 2008 Saxon Alg II Prentice Hall Geometry 2008	Yes	0.0
Science	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
History-Social Science	Medieval and Early Modern Times Grade 7 America: history of Our Nation Grade 8 Globe World History Grade 10 Globe American History Grade 11	Yes	0.0
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)	Students are able to access equipment if needed.	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 remodeled 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 (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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1-25-16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1-25-16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Had a leak that was repaired this year
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1-25-16				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)		0	19	30	48	48
Mathematics (grades 3-8 and 11)		0	6	12	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	8	61.54	0
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--		14	27	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	25
% of pupils completing a CTE program and earning a high school diploma	0.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2015–16 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7		1	
9		2	

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	85.7	75	76.9	46.3	55.3	55.6	11.5	10.7	9.7
Graduation Rate	0	0	15.38	23.53	20.45	22.22	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	33.33	32.05	87.11
Black or African American	0	33.33	79.19
American Indian or Alaska Native	0	16.67	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	50	26.53	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	25	37.66	90.99
Two or More Races	0	31.25	90.59
Socioeconomically Disadvantaged	40	30.6	85.45
English Learners	0	33.33	55.44
Students with Disabilities	0	18.75	63.9
Foster Youth	0	0	68.19

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	53.5	68.9	65.8	9.0	9.1	10.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 on March 8, 2017. The plan meets the required legal components per California Ed Code. The plan is reviewed by staff at the school site each year after board approval, and on an ongoing basis at site staff meetings.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	NA	
First Year of Program Improvement	NA	
Year in Program Improvement*	NA	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	5	5			4	7			13	3		
Mathematics	4	6			5	5			13	3		
Science	8	3			6	4			13	3		
Social Science	9	3			4	6			13	3		

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 2016-17)

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	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.1	N/A
Social Worker	0.3	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.	N/A
Resource Specialist	0.5	N/A
Other	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$35,887	\$4,665	\$31,222	\$57,972
District	N/A	N/A	\$10,881	
Percent Difference: School Site and District	N/A	N/A	96.6	3.9
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	130.4	

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

Types of Services Funded (Fiscal Year 2016-17)

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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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

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 2016-17)

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		NA

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Thomas E. Mathew's designates collaboration every other 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.

Harry P B Carden School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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

District Contact Information	
District Name	Yuba County Office of Education
Phone Number	(530) 749-4900
Superintendent	Dr. Francisco Reveles
E-mail Address	www.yubacoe.org
Web Site	www.yuba.net

School Description and Mission Statement (School Year 2017-18)

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."

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	1
Grade 8	1
Grade 9	5
Grade 10	16
Grade 11	11
Grade 12	5
Total Enrollment	39

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	21
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	0
White	36
Two or More Races	2.7
Socioeconomically Disadvantaged	100
English Learners	5
Students with Disabilities	35
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	2	6	4	
Without Full Credential	2	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	2	2	1
Total Teacher Misassignments *	2	3	1
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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts Grades 6-12 Houghton Mifflin Grades K-6 High Point Supplemental & EL	Yes	0.0
Mathematics	McDougal Littell, Alg. 1 2008 Saxon Alg II Prentice Hall Geometry 2008	Yes	0.0
Science	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
History-Social Science	Medieval and Early Modern Times Grade 7 America: history of Our Nation Grade 8 Globe World History Grade 10 Globe American History Grade 11	Yes	0.0
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)	Students are able to access some equipment if needed	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1-17-18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1-17-18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1-17-18				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)		23	19	30	48	48
Mathematics (grades 3-8 and 11)		0	6	12	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	19	14	73.68	23.08
Male	14	9	64.29	12.5
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	14	73.68	23.08
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	19	15	78.95	0
Male	14	10	71.43	0
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	15	78.95	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0	10	14	27	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	25
% of pupils completing a CTE program and earning a high school diploma	4
% 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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7		1	
9		5	

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	75	61.3	57.9	46.3	55.3	55.6	11.5	10.7	9.7
Graduation Rate	5	29.03	21.05	23.53	20.45	22.22	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	26.32	32.05	87.11
Black or African American	33.33	33.33	79.19
American Indian or Alaska Native	0	16.67	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	25	26.53	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	30	37.66	90.99
Two or More Races	0	31.25	90.59
Socioeconomically Disadvantaged	17.65	30.6	85.45
English Learners	0	33.33	55.44
Students with Disabilities	0	18.75	63.9
Foster Youth	0	0	68.19

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	9.3	5.0	2.6	9.0	9.1	10.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees on March 8th, 2017. The plan meets the required legal components per California Ed Code. The plan is reviewed by staff at the school site each year after board approval, and on an ongoing basis at site staff meetings.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	NA	
First Year of Program Improvement	NA	
Year in Program Improvement*	NA	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	5	3		5	3		12	3				
Mathematics	22	3	1	10	3		12	3				
Science	24	3	1	10	3		12	3				
Social Science	24	3	1	9	3		12	3				

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 2016-17)

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)	0.3	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist	0.5	N/A
Other		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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,888	\$2,062	\$10,826	\$68,076
District	N/A	N/A	\$10,881	
Percent Difference: School Site and District	N/A	N/A	-0.5	18.1
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	48.9	

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

Types of Services Funded (Fiscal Year 2016-17)

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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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 2016-17)

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

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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.

Yuba County Office of Education
Comprehension Safe School Plan
(Education Code Section 32280-32288)
2017-2018

Every school will provide a safe environment that is conducive to learning. This will be measured by annual surveys of students, parents and staff and monthly discipline reports from Aeries.

Contact Person: Bobbi Abold, Assistant Superintendent, Instruction

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Yuba County Board of Education

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Dr. Francisco Reveles

Assistant Superintendent Special Education

Leslie Cena

Coordinator of Emergency Planning/Crisis Response

Assistant Superintendent Instruction

Bobbi Abold

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Mission, Motto, Vision and Values and Beliefs

Mission

The Yuba County Office of Education provides resources, information, services and education to empower those we serve.

Motto

RISE to Excellence

(Resources, Information, Service, Education)

Vision

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.

Values and Beliefs

We value:

- Safe and caring environments
- Collaboration and shared decision making
- Individual development and recognition of accomplishments
- Open, honest communication
- Respect in all interactions
- Accountability to self and others
- High levels of efficiency, resource management and professionalism
- Self-reflection and continual improvement

STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY EMERGENCY RESPONSE PLAN

PURPOSE:

The Yuba County Office of Education (YCOE) Comprehensive Safe School Plan (CSSP) provides guidance and direction to administrators, managers, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving a Yuba County Office of Education facility or any school district within Yuba County. The plan details the flow of command from the Superintendent level to the school level.

LEVELS OF EMERGENCIES:

Level One Emergencies

- A localized emergency that school site and/or facility personnel can manage by following their own emergency plan. *Example: Power outage, campus disorder, student injured*

Level Two Emergencies

- A moderate to severe emergency, somewhat beyond Yuba County Office of Education personnel response capability, which may require mutual aid assistance from the fire department, police department, etc.
Example: Fire, bomb threat, intruder on campus.

Level Three Emergencies

- A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

- Initiated by the Superintendent, Site Administrator, Program Manager or Designee;
- Implemented requiring the support of all staff who are mandated to remain on site and perform their assigned duties until released;
- Reviewed annually for modifications
- Submit for approval by Yuba County Office of Education Board of Trustees by March 1 of each year.

HAZARD ASSESSMENT:

A physical survey of each campus for hazardous conditions will be performed each year under the direction of the Site Administrator, Manager or Designee. All staff members will report any hazardous conditions within his/her classroom or office space immediately.

STAFF TRAINING:

Understanding that training is the most effective way to ensure a safe response to natural or man-caused disasters, all certificated and classified staff will review the safety plan annually and discuss the responsibilities set forth in the Emergency Response Plan.

EMERGENCY DRILLS:

In accordance with state law:

- Drills will be initiated by announcement or uniform bell.
- Fire drills will be conducted on a monthly basis.
- "Drop, Cover, and Hold" drills will be held twice per year.
- Earthquake plans will be initiated on a rotating basis at least twice during each school year.

EVACUATION ROUTES:

The Site Administrator, Program Manager or Designee is responsible for establishing and maintaining a safe evacuation route from all facility buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary. ***Evacuation routes will be posted in all facilities, classrooms, multi-purpose rooms, libraries and school offices.***

PARENT COMMUNICATION:

Parents will be notified and reminded on an annual basis of the procedures set out in the Emergency Response Plan. The Student Release Policy will be reviewed on an annual basis. Parents will be required to complete the Emergency Card which authorizes Yuba County Office of Education to release their students to other adults in the event of an emergency or disasters.

STUDENT RELEASE/ EMERGENCY FILE:

In all emergency situations, the Site Administrator, Program Manager or Designee (under the direction of the Superintendent or Designee) will make the decision to release students. When students are released, certain portions of the Emergency Response Plan may be implemented.

If the evacuation of students is necessary, an emergency file containing pertinent information for each student will be maintained and available in the classroom (programs on host campuses) or school office (YCOE facilities). Each school secretary or designee will be instructed to bring all emergency information to the evacuation assembly area. A student release policy will be followed for the safe release of students to their parents or other responsible adults.

COMMUNICATION:

During an emergency, each site will report the condition of the site, injuries, damage to buildings, through email using **CatapultK12**. Telephones and cell phones may be used but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance. No other calls will be made. Students and parents will be informed of this policy and encouraged to adhere to it. Parents will be contacted through the district's off-site "School Messenger" notification system.

KEY EMERGENCY CONTACT:

After contacting 911, it is imperative during an emergency that the Principal or Designee contacts the Superintendent and District Safety Team using CatapultK12.

SAFE SCHOOL LEADERSHIP TEAM (SSLT)

Each Yuba County Office of Education facility and administrative site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

Operation Area, Regional and State

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management. The County Office School Safety Team functions at the Local Government level to facilitate the flow of information within and between levels of the system, and coordination among all responding agencies.

Essential Management Functions: There are five essential functions: Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration. The term "Management" is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication and channels that will reduce the amount of confusion and chaos.

If telephone or electric services are interrupted, two-way radios, bull-horn, whistle, or runners will be utilized within the facility or school grounds.

GENERAL EMERGENCY PROCEDURES:

The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency. Site Administrators or Program Managers will develop and maintain emergency response teams according to these procedures and will drill and practice with their staff using these specific instructions. Minor adjustments may be necessary due to staff size but all modifications must be approved by the Safe School Plan Coordinator. Uniformity to response is of utmost importance. Staff will be updated on an annual basis of any changes to established procedures.

SCHOOL CRIME STATUS AND REPORTING:

All schools within Yuba County Office of Education comply with all Federal regulations in the accumulation and reporting of data and statistics pertaining to expulsions, suspension and truancy information to satisfy NCLB requirements. All calls to law enforcement are documented and reported as required. Discipline and truancy data can be found on School Site Report Cards as well as demographics of each school. None of the schools within Yuba County Office of Education are at risk of being classified as persistently dangerous schools.

PREVENTION AND INTERVENTION STRATEGIES THAT PROMOTE VIOLENCE-FREE AND DRUG-FREE SCHOOLS

Restorative Practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making.

The use of restorative practices helps to:

- reduce crime, violence and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

Parent Project (12-18 years old), Loving Solutions (6-11 Years old), and Positive Discipline (0-5 years old) parenting classes: Parenting classes are offered on a regular basis and are open to all parents in Yuba County. Referrals can be made by parents, school staff, Yuba County Child Protective Services and Yuba County Courts.

Positive Behavior Interventions and Supports (PBIS):

School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below:

- •Behavioral Expectations Taught
 - •Reward system for appropriate behavior
 - •Clearly defined consequences for problem behavior
 - •Differentiated instruction for behavior
 - •Continuous collection and use of data for decision-making
- Universal screening for behavior support

COMMUNITY RELATIONSHIPS:

Law Enforcement: Yuba County Office of Education has teamed with Yuba County Sheriff's Department, Marysville Police Department and Yuba County Probation Office to promote positive relationships with law enforcement as well as prevent violence and criminal activity. Administrators meet with Marysville Police Department and Yuba County Sheriff's Department to address concerns and work on strategies to decrease student discipline. The goal of the partnership with YCSO and MPD are develop relationships with families, counsel students and enforce the rules of the school and laws of the community.

Yuba County Probation: The P.A.S.S. Program through Yuba County Probation's primary goal has been to counteract factors interfering with student learning underperformance with a comprehensive and multifaceted approach. This collaborative approach includes:

- Facilitating student and family access to effective services and special assistance as needed.
- Responding to, and where feasible, preventing school and personal crises.
- Supporting transitions by assisting students and their families as they negotiate school and grade changes, and daily transitions.
- Focus on increasing a partnership between home and school.
- Increasing community involvement and support to develop greater community involvement and support.

Yuba County Gang Task Force Committee: YCOE administrators meet with Yuba County Probation, Yuba County Sheriff's Department and Marysville Police Department weekly to discuss gang trends, gang activity in the community and to offer gang awareness training to school staff parents, etc.

Safe School Climate Strategies

GOAL: Our students' physical, emotional, social, vocational and academic needs are identified and met.

- ✓ Survey staff, students and teachers annually
- ✓ Healthy Kids Survey every other year
- ✓ Counseling services available through referrals to school psychologist, Victim Witness, Sutter-Yuba Mental Health, Yuba County Assessment Team (YCAT).
- ✓ Schedule Student Study Team (SST) meetings for students at-risk for academic achievement, behavioral, social emotional and/or mental health concerns.
- ✓ Align resources to meet the student's individual needs.

GOAL: Continue to promote a safe educational environment conducive to student learning.

- ✓ Positive Behavior Supports and Interventions (PBIS) are implemented at Yuba County Career Preparatory Charter School, Thomas E. Matthews and Harry P. B. Carden school sites.
- ✓ PBIS is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. The ultimate goal is to have fewer days of suspension, higher attendance and academic success for our students as they are present to learn.
- ✓ Implement CATAPULT EMS to provide instant notification to staff, school administrators, YCOE administrators and local law enforcement in the event of a lockdown, shelter in place or evacuation of students at our schools.
- ✓ Continued collaboration with Marysville Police Department, Yuba County Sheriff's Department, Yuba County Probation, school administrators and YCOE administrators to insure safety procedures, concerns and school site needs are addressed.
- ✓ Weekly gang meetings are held at Yuba County Courthouse.
- ✓ Attendance and Discipline data is shared with all stakeholders over the years to compare trends.
- ✓ Student Attendance and Review Board (SARB) provides services to our families that have students that are considered truant.

Safe School Leadership Team

In the event of an emergency situation, the Safe School Leadership Team should report to (designated location) to oversee and provide directions during the emergency situation. The principal and/or program manager in charge are to facilitate the following:

- (1) Secure the area,
- (2) Check for damage,
- (3) Assess injury situations,
- (4) Report findings through CATAPULT which will alert COUNTY SAFETY TEAM.

POSITION & NAME	PHONE
Site Administrator/Program Manager:	
Other Site Administrator:	
Teacher:	
Secretary:	
Other Site Staff:	

THREAT ASSESSMENT MANAGEMENT TEAM (TAMT) (Student Wellness Team)

When a school identifies an individual or group that may pose a potential harm to themselves or others, the facility or school will convene their **Threat Assessment Management Team (TAMT)**.

The task of the TAMT is to assess the level of threat posed; determine what level of response the facility or school site will initiate; what YUBA COUNTY OFFICE OF EDUCATION resources may be required and what response may be needed.

This team should work with outside agencies when making referrals under Welfare and Institution Code 5150.

The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the 5150 process, this team becomes a **Student Wellness Team**. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's wellbeing when and if returned to school.

STAFF MEMBER	TITLE
	Site Administrator/Program Manager
	Other Site Administrator
	School Psychologist
	Teacher
	Student Resource Officer

FIRST AID RESPONDERS

Each facility or site must have designated First Aid responders who are first to provide assistance when needed. Annually, identify those staff members who have current training in CPR and First Aid. In an emergency, any staff member may provide assistance. Insure there are an adequate number of people trained in first aid in addition to the crisis response team.

CPR	First Aid	Name	Title	Room / Phone #

Emergency Care for Injuries, choking and sudden illness (flipchart) is the guide for providing first aid.

The flipchart and first aid supplies are located . Additional supplies are located .

Any time an employee is involved in a possible blood exposure incident, it shall be reported as a Worker's Compensation incident.

CPR Precautions

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with the first aid equipment in the school health office.

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual YUBA COUNTY OFFICE OF EDUCATION policy.

STUDENT RELEASE TEAM

This team is the ONLY team, which should release students to parent(s) or guardian(s). Team responsibilities may include:

- Updating student census lists on a regular basis.
- Maintaining a “go box” with pens, forms, clipboards, etc., needed to establish a student release area.
- Securing census lists and emergency cards when a crisis occurs.
- Maintaining location at the front of the emergency meeting area.
- Assigning team(s) dedicated to the release of students and another team(s) dedicated to locating information for staff and students.
- When authorized by the Site Administrator, Program Manager or Designee, the Release Team begins the process of reuniting students with parents or guardians.
- Team ensures students are released to authorized parent or guardian and documents release by using a sign out form.

STAFF MEMBER	TITLE	EMERGENCY TASK
	Attendance Clerk	Provide Student Information
	Office Staff	Release Team
	Site Administrator	Release Team
	Program Manager	Release Team

Yuba County Office of Education
Student Release Form

STUDENT NAME	TEACHER	DATE	TIME	PARENT / GUARDIAN SIGNATURE

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

Site Administrator/Program Manager/Safe School Leadership Team

1. Acts as the liaison between the facility or school site and YUBA COUNTY OFFICE OF EDUCATION office and maintains communication with appropriate YUBA COUNTY OFFICE OF EDUCATION staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
4. Ensures that teachers and staff are trained to carry out responsibilities during disaster and drill procedures; encourages staff to work in teams through a buddy system.
5. Establishes a communications system consisting of the following elements:
 - a. System of specific disaster warning signals that are well known to staff and students, and includes, both bell and voice signals.
 - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
 - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Site Administrator/Program Manager (or authorized person) and the Superintendent.
 - d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control and information in an orderly fashion.
6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
7. Assigns the following duties to school staff:
 - a. Patrol entrances to direct emergency personnel, parents, Yuba County Office of Education staff and media to appropriate areas, and prohibit unauthorized persons from entering campus or facility.
 - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
 - c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and recover critical supplies and equipment.
 - d. Establish/coordinate Communication Center
 - e. Administer first aid
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
 - g. Supervise Student Release Procedures
 - h. Check building utility systems and appliances for damage.
8. Schedules regular emergency drills and reviews the emergency plan with staff, students and parents to schedule regular site inspections for safety hazards.
9. Plans alternate classroom evacuation routes, if standard routes are obstructed.
10. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
11. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

EVACUATION PLANS

Each site must have an evacuation plan that consists of two stages:

Stage ONE Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus. Location:

Stage TWO Relocation: At the direction of the Site Administrator/Program Manager or Designee, all students and staff are relocated to a determined location off campus at time of event. Coordinate with Operations department and Police and Fire Department. (Examples: Gas leak, fallen aircraft, flood, etc.)

Plans shall be based on the current "School Maps" obtained from the Maintenance Operations Department.

Evacuation Plan Checklist:

- Detailed evacuation routes
- Designated areas for each teacher and class
- Areas of supervision
- Transportation points (for busses and autos)
- Student Release Area
- Press Area

TEAMS:

- Crisis Response Team
- Student Release Team

OTHER:

- Emergency cards and census list (Always ready to be taken to student release area)
- Parent/ Guardian sign out log or forms
- Impaired mobility list (Location of these students throughout the school day)
- Classroom evacuation materials
- Communication Plan (How teachers will communicate to the Safe School Leadership Team)

FIRE DRILL & LOCKDOWN DRILL SCHEDULES

The Site Administrator or Program Manager shall hold fire drills at least once a month at the elementary and intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001 & AR 3516.1).

FIRE DRILL SCHEDULE

MONTH	DATE	TIME
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		

LOCKDOWN DRILL SCHEDULE

SEMESTER	DATE	TIME
FALL		
SPRING		

DUCK, COVER and HOLD DRILL

SEMESTER	DATE	TIME
FALL		
SPRING		

Checklist for LOCKDOWN DRILL

- The district safety Director will send out a message to parents that a drill will happen the following week.
- School administrators will provide map and keys for law enforcement and/or district employees to check classrooms.
- School administrators will provide safety team with observer form to complete and be turned in at the end.
- Divide campus up so all classrooms can be checked
- Announce lockdown drill over PA (Follow safety procedures which included cards in windows)
- Initiate Catapult EMS CODE RED in DRILL MODE (do NOT include first responders and district safety team)
- After drill, resolve CODE RED using Catapult. Take it off DRILL MODE
- After drill, debrief with team. (Share with staff at next staff meeting or before).
- Send out message to parents on School Messenger:
 - a. Hello, this is _____ from _____. I am calling to inform you that our school participated in a lockdown drill today to enhance student safety. We have been working closely with Yuba County Sherriff's Department and Marysville Police to improve procedures and guarantee all students and staff is prepared in the event of an actual emergency. Have a great day!
- We will debrief at the next Safety Meeting scheduled in the board room.

YCOE LOCKDOWN DRILL OBSERVATION FORM

Observer Name: _____ School: _____ Date: _____

ROOM #	Doors/Windows Locked?	Lights Out?	Students and staff are hidden and out of view.	Colored card placed in window	Additional Comments
Please check Y or N for each column					
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	

FOR STAFF USE ONLY

TIME INCIDENT ENTERED INTO SYSTEM:	% of STUDENTS ACCOUNTED FOR:	% OF STAFF ACCOUNTED FOR:	TIME INCIDENT CLOSED IN SYSTEM:

HARD LOCKDOWN (CODE RED) PROCEDURE

A lockdown may be used as an emergency response when a facility or school is faced with extremely violent behavior, armed intruders, active shooters, a hostage situation, or when there is police activity in the general area that could threaten the safety of students and staff. When Lockdown is initiated, it means there is an immediate and possibly life-threatening situation on campus and it must be taken seriously. Students and staff may evacuate the area if lockdown could be compromised.

In the event of a Lockdown, the **Site Administrator or Designee** will carry out all or some of the following:

1. Imminent Danger Signal (All-Call over intercom, "**LOCKDOWN, Please lock all classroom doors! This is a hard lockdown! Code Red!**") **Catapult EMS will be activated to alert staff, law enforcement and County Office staff through a smart phone or tablet.**
2. **CALL 911**
3. The Site Administrator will maintain phone communication with the Superintendent's office.
4. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
5. If emergency is away from campus, Site Administrator or designee may modify the Hard Lockdown to Soft Lockdown and allow teachers and staff to continue their regular school activities within the building.
6. Prohibit outdoor activities.
7. Be prepared to evacuate to a safe location.
8. Stay in control of all site activities until emergency personnel arrive.

In the event of a Lockdown, **TEACHERS and STAFF** will carry out some or all of the following, depending on the event:

1. If outside, move students to classrooms or designated safe interior buildings OR off campus at a designated location.
2. Close all windows lock doors and turn off lights.
3. Turn off television, computer, Smartboard and anything else that illuminates the room.
4. Do not evacuate if you hear a fire alarm (unless you detect a fire).
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or email. Teachers and staff are able to use as necessary.
6. Students are to move away from doors and windows to hide from possible intruder.
7. Barricade doors with bookshelves, and any other furniture to make it more difficult for the intruder to enter the room.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able report any missing or extra students using Catapult EMS.
10. When classroom is secure and students have been accounted, place the appropriate card in the window. (See Below)
11. If Hard Lockdown is modified to Soft Lockdown (principal will advise) teachers and staff may continue with their normal schedule within the classroom and interior of building.

Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:

Red – Indicates "Shelter in Place" and that there is at least one person in the classroom with **traumatic injury**.

Green - Indicates "Shelter in Place" and that there is at least one person in the classroom with **minor injury**.

Black- Indicates "Shelter in Place" and that there is at least one person in the classroom who is **deceased**.

Yellow- Indicates "Shelter in Place" and that there are no circumstances that need to be immediately addressed.

White- Indicates the classroom has been **evacuated**.

After Emergency:

1. At the direction of the Superintendent's Office, the Site Administrator, Program Manager or Designee will deactivate Lockdown event by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.

SOFT LOCKDOWN (**CODE RED**) PROCEDURE

A soft lockdown is when there is a suspicious person(s) in the area who could pose a threat to our students, or police activity in the general area that could threaten the safety of students and staff. When a soft lockdown is initiated, teachers will lock their doors and instruction will continue. Students will not be allowed to use the restroom without permission from administration.

In the event of a Lockdown, the Site Administrator or Designee will carry out all or some of the following:

1. All-Call over intercom, "**This is a SOFT LOCKDOWN! Teachers please lock classroom doors!**" Catapult EMS will be activated by a safety team member to alert staff, law enforcement and district office staff through their smart phone or tablet.
2. **CALL 911**
3. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
4. If emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
5. Prohibit outdoor activities
6. Be prepared to evacuate to a safe location.
7. Stay in control of all site activities until emergency personnel arrive.

In the event of a Lockdown, **TEACHERS will carry out some or all of the following depending on the event:**

1. If outside, move students a designated safe interior building.
2. Close all windows and lock doors.
3. Turn off television or music.
4. Do not evacuate your secure location if you hear a fire alarm (unless you detect a fire).
5. Instruct students to turn off cell phones and not use telephone, intercom system or email. Teachers are able to use as necessary.
6. Students can remain at their desks and do work quietly.
7. Teachers will use Catapult EMS for further instructions and communication with School Safety Team.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. Use Catapult EMS to account for students in your classroom.

After Emergency:

1. At the direction of the County Office, Site administrator or Designee will deactivate Lockdown event by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Make sure message has been sent out to parents using School Messenger.
4. If student release is necessary, follow release plan.

Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:

Red – Indicates "Shelter in Place" and that there is at least one person in the classroom with **traumatic injury**.

Green- Indicates "Shelter in Place" and that there is at least one person in the classroom with **minor injury**.

Black- Indicates "Shelter in Place" and that there is at least one person in the classroom who is **deceased**.

Yellow- Indicates "Shelter in Place" and that there are no circumstances that need to be immediately addressed.

White- Indicates the classroom has been **evacuated**.

SHELTER IN PLACE PROCEDURES:

The Shelter in Place System is generally activated when staff and students' safety (outdoors) is compromised. Such conditions include, severe wind, chemical / toxic emissions, stinging insects, power outage or air pollution.

Upon notification, the Site Administrator, Program Manager or Designee will:

1. Notify teachers and staff of Shelter In Place
2. Activate Site Incident Command Post which will:
 - a. Contact emergency personnel, as needed.
 - b. Contact Superintendent's Office
 - c. Implement portions of the Incident Command Team to address current situation (such as turning off heating and air systems, check for safe evacuation routes, etc.)
3. Consider evacuating students to the nearest safe location.
4. Control all site activities until further help arrives.

Teachers will do some or all of the following depending on event:

1. If outside, move students to classrooms or nearest safe area.
2. If inside, instruct students:
 - a. To sit at their desks and not to move about the room.
 - b. To turn off cell phones, not to use the telephone, intercom system or email (Teachers are allowed to use any of the necessary technology.
3. Close down air handling systems and circulating fans.
4. Close windows and doors.
5. Tape cracks in windows, doors and vents to block unwanted air or interference.
6. When classroom is secure and students have been accounted, place the appropriate color card in the window.
7. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
8. Do not evacuate if a fire alarm is heard.
9. When able, report any missing, injured or extra students.
10. When able, check on status of buddy teachers.
11. Some teachers may be assigned additional duties on the various response teams. Do not report to the Incident Command Post until another adult can supervise students.

Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:

Red – Indicates "Shelter in Place" and that there is at least one person in the classroom with **traumatic injury**.

Green - Indicates "Shelter in Place" and that there is at least one person in the classroom with **minor injury**.

Black- Indicates "Shelter in Place" and that there is at least one person in the classroom who is **deceased**.

Yellow- Indicates "Shelter in Place" and that there are no circumstances that need to be immediately addressed.

White- Indicates the classroom has been **evacuated**.

After Emergency:

1. At the direction of the Superintendent's Office, the Site Administrator, Program Manager or Designee will deactivate Lockdown by announcing "All Clear."
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

BIOLOGICAL/CHEMICAL THREAT EMERGENCY

If anyone received a suspicious letter or package with one or more of the following characteristics;

1. Has no return address or one that cannot be verified as legitimate;
2. Is of unusual weight, give the size of the letter/package;
3. Is oddly shaped;
4. Has been marked with "Personal" or "Confidential" notations;
5. Has a strange odor, stain, leaks or fine powder on the outside of the letter or package;
6. Has a visible protruding wire or aluminum foil;
7. Shows a city or state in the postmark that doesn't match the return address;
8. Is marked with threatening language;
9. Has excessive postage or packing material, such as masking tape and string;
10. Has misspellings of common words;
11. Is not addressed to a specific person.

Follow these directions:

1. Notify main office
2. Do not open the letter/package
3. If letter/package is open or torn, do not touch, smell or taste the substance
4. If you have handled the letter/package with your hands, arms, and any exposed parts of your body, wash with soap and warm water.
5. Turn off HVAC (air) system and any circulating fans.
6. Evacuate the room or office.
7. When evacuating, close door and place SAFE or HELP (from Integrated Crisis Station (ICS) signal on door.

Site Administrator, Program Manager or Designee will:

1. Activate Site Incident Command Post, who will:
 - a. Call 9-1-1 (Fire/Haz Mat)
 - b. Notify County Office
 - c. Implement portions of the Incident Command Team, as necessary
2. Keep area isolated until emergency unit arrives
3. With advice of Superintendent or Designee, consider Shelter In Place or need for evacuation.
4. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

1. Be prepared to carry out Shelter In Place procedures or evacuate students and follow Principal's or designee's direction.
2. If evacuating, be ready to report any missing, extra or injured students.
3. When able, check "buddy" for safety.
4. If Sheltering In Place, report any missing or extra students when able.
5. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
6. When able initiate extra duties as assigned.

Note: Biological agents that include Anthrax spores infect only if inhaled, ingested, or are introduced into an open wound, or eye. Even if exposure does occur, the victim is not contagious and the condition is treatable with antibiotics, if identified early. Bacteria cannot survive exposure to ultraviolet or direct moisture.

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Make sure message has been sent out to parents using School Messenger.
4. If student release is necessary, follow release plan.

DROP, COVER & HOLD AND PROCEDURES

This exercise is most widely practiced in the event of a natural disaster such as an earthquake. However, when any sudden disturbance or disruption occurs (such as a fire or expulsion) threatening the safety of students, this exercise is most effective.

Teachers and staff are encouraged to practice this drill often using an easy one-word command (such as “drop”) for the students to hear and respond to quickly.

If you are in a classroom:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command or signal (such as “drop”) that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protections from falling objects.
4. Always position back to the window. Never face the window. Protect head and eyes from flying glass and debris by using arms and closing eyes tightly.
5. Remain in the DROP position until the ground movement has ended.
6. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not get up and run; falling debris is hazardous.
8. Note: Evacuation is not automatic. Check for the safest route; if doubtful, stay put.

If you are in a hallway or corridor and no cover is available:

1. At the first indication of ground movement, DROP to the ground.
2. Place yourself against or crouch against an inside wall and COVER your head; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects.
3. Never face the window; always position back to a window; close eyes tightly.
4. If able, HOLD onto any piece of furniture for shelter from falling debris.
5. Note: Evacuation is not automatic. Check for safest route; if doubtful, stay put.
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous.

In all instances: Evacuation is not automatic. Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc). If doubtful, stay put.

If you are outside:

1. Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover head with arms and hands. Lie flat, face down; close eyes tightly.
2. Wait for shocks to subside before standing.
3. Do not re-enter buildings until it is determined safe.
4. Move to nearest safe assembly area.
5. When able, report injuries and attendance.
6. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until students are supervised by another adult.

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing “ALL CLEAR.” Teachers will not release students until “ALL CLEAR” is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Make sure message has been sent out to parents using School Messenger.
4. If student release is necessary, follow release plan.

BOMB THREAT (CODE)

If a threat is received by telephone:

1. **Pay close attention to:**
 - Exact wording
 - Speech characteristics
 - Background noises
2. **Ask these questions:**
 - Where is the bomb?
 - What kind of bomb?
 - When will it go off?
 - How big is it?
 - Why are you doing this?
3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.
4. Listen intently to gather as much information as possible.
5. Immediately notify main office.
6. Follow instructions given by principal or designee.

If a written threat is received:

1. Notify main office.
2. Copy the contents of the threat on another sheet of paper.
3. Do not handle original message. Preserve identifying marks or fingerprints.
4. Follow instructions given by principal or designee.

Site Administrator, Program Manager or Designee will:

1. Activate the Site Incident Command Post which will:
 - a. Contact the fire and police departments.
 - b. Contact the County Office
2. Stay in control of all site activities until the arrival of the emergency personnel.
3. Instruct staff to turn off any pagers, cell phones, two-way radios or cordless phones. Do not use these devices during this threat.
4. Caution staff against picking up or touching any strange objects or packages.
5. Determine (with the County Office) to:
 - a. Conduct a search, using police and fire departments, bomb squad and other support unities
 - b. Evacuate students during search.
 - c. Instruct students to leave belongings in classroom.
6. If evacuation is necessary caution teachers and staff to avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden such as trashcans, drain spouts, lockers eves of buildings, etc.

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Make sure message has been sent out to parents using School Messenger.
4. If student release is necessary, follow release plan.

AIRCRAFT ACCIDENT (CODE RED)

If you were witness to an airplane accident:

1. If able, call 9-1-1
2. Notify main office
3. Move students to nearest safe area

When accident occurs, Site Administrator, Program Manager or Designee will immediately:

1. Activate Site Incident Command Post which will:
 - a. Call 9-1-1
 - b. Contact Superintendent's Office
 - c. Assemble portions of Incident Command team that may be able to assist with small fires or injuries.
2. Check evacuation routes for safety.
3. Consider evacuation of staff and students using safest evacuation route.
4. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, "drop, cover, and hold."
2. Following accident, move students to nearest safe location.
3. If inside and classroom is unsafe evaluate students using safest route to assembly area
4. Be ready to report and missing, extra, or injured students.
5. When able, check your "buddy."
6. When able initiate extra duties as assigned

After Emergency:

1. At the direction of the Superintendent, the Site Administrator, Program Manager or Designee will announce, "All Clear."
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. County Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to Incident Report that will be provided by Site Administrator, Program Manager or designee.

FLOOD (CODE RED)

When notification of imminent flooding occurs, Site Administrator, Program Manager or Designee will immediately:

1. Activate Site Incident Command Post which will:
 - a. Contact Superintendent's Office for instructions
 - b. Assemble portions of Incident Command Team as necessary (such as Site Facility Check to turn off utilities and check for safest evacuation routes).
 - c. Listen to news on battery operated radio.
2. Determine need and ability to evacuate staff and students.
3. Check evacuation routes for safety.
4. Cancel all scheduled outside events
5. Stay in control of all site activities

Teachers will:

1. If evacuation is ordered, follow plan. Follow instructions of principal or designee.
2. Be prepared to report missing, extra or injured students.
3. When able, initiate additional duties as assigned.

After Emergency:

1. If buildings have flooded, they must be inspected before occupancy.
2. At the direction of the Superintendent's Office, the Site Administrator, Program Manager or designee will deactivate even by announcing, "All Clear."
3. Students may return to regular schedule.
4. If student release is necessary, follow release plan.

FIRE/EXPLOSION

If a fire or explosion occurs:

1. Drop, Cover, and Hold.
2. If able, call 9-1-1
3. Notify main office.
4. If able, evacuate students to nearest safe location.

The Site Administrator, Program Manager or Designee will:

1. Activate the Site Incident Command Post which will, among other things;
 - a. Contact the fire department/9-1-1- for assistance
 - b. Contact Superintendent's Office
 - c. Assemble portions of Incident Command team that can assist in small fires, immediate medical issues.
2. If evacuation is necessary, check for safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If the alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. Place appropriate color card on door. (See below)

Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:

Red – Indicates "Shelter in Place" and that there is at least one person in the classroom with **traumatic injury**.

Green - Indicates "Shelter in Place" and that there is at least one person in the classroom with **minor injury**.

Black - Indicates "Shelter in Place" and that there is at least one person in the classroom who is **deceased**.

Yellow - Indicates "Shelter in Place" and that there are no circumstances that need to be immediately addressed.

White - Indicates the classroom has been **evacuated**.

After Emergency:

1. Building(s) must be inspected before re-occupancy.
2. If necessary, an alternate facility will be coordinated by the Superintendent's Office.
3. If student release is determined, follow release plan.

AIR POLLUTION

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each school will be informed by the Regional or County Superintendent to abide by each standard:

AQI Index Values	Health Categories	Cautionary Statements For 8-Hour Ozone
0 to 50	Good	None
51 to 100	Moderate	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy	Active children and adults, and people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else especially children, should limit outdoor exertion.
201-300	Very Unhealthy	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion.
301-500	Hazardous	Everyone should avoid all outdoor exertion.

Prior to unhealthy air quality, the Site Administrator, Program Manager or Designee will:

1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file will contain data on the location of such persons at different times of the school day. This data may be kept with the county nurse.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.

When notified of an air pollution episode, Site Administrator, Program Manager or Designee will:

1. Inform staff and notify those individuals in file to stay indoors and minimize physical activity following pre-established communication plan.
2. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity.
3. Instruct employees to minimize strenuous physical activity.
4. Cancel any events requiring the use of vehicles.
5. Urge staff and students to minimize the use of vehicles.

IN THE EVENT OF AN EMERGENCY SCHOOL AND COUNTY SAFETY TEAM RESPONSIBILITIES

COUNTY ADMIN/ SUPPORT STAFF RESPONSIBILITIES:

1. Assess life/safety issues immediately.
2. Provide immediate emergency medical care.
3. Call 9-1-1.
4. Enter incident into Catapult EMS system if someone has not already.
5. All communication via school radio should be limited to keep the airwave open. For example, if an area is "secure" the staff responsible for securing that area will report via radio, "Office clear."

AREAS OF RESPONSIBILITY FOR SUPPORT STAFF/ ADMIN: *(The below areas are assigned to each staff member to secure and report to office on the radio when clear.)*

RESPONSIBILITY	STAFF MEMBER(s)	RESPONSIBILITY	STAFF MEMBER(s)
CATAPULT EMS / EMAIL		OTHER	
RADIO CONTACT/CLEAR AREAS		OTHER	
FRONT OFFICE			
COUNSELING OFFICE			
ATTENDANCE OFFICE			
CAFETERIA			
GYM			
OTHER			

OFFICE STAFF CONTROLLING CATAPULT EMS/ EMAIL WILL BE SECURED IN A DESIGNATED AREA: _____:

COUNTY OFFICE SAFETY TEAM RESPONSIBILITIES:

Francisco Reveles, Bobbi Abold, Leslie Cena, Cindy Sutfin, Violette Begley

The **COUNTY SAFETY TEAM** will meet immediately in Superintendent office to help with the following:

1. Alert all surrounding county program administrators and districts schools of incident.
2. Superintendent compose and/or approve ALL messages to media, board members, staff and all students affected.
3. Coordinate transportation routes if needed and/or provided transportation for evacuation if needed. All parents will be alerted of any change in transportation through School Messenger.
5. Convene School Crisis Management Team to implement procedures awaiting 9-1-1 response.
6. Inform arriving Police/EMS/Fire Department of situation and status
7. Superintendent will assign any other tasks to the District Safety Team.
8. District Safety Team members will help school site with release of students (if needed) when it is safe to do so.

**State of California Government Code
Chapter 8, Division IV, Title I**

The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all Yuba County Office of Education employees will be required to work in this capacity in case a disaster occurs and as state of emergency is declared.

PHONE TREE

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school need to be contacted via telephone.

[INSERT PHONE TREE HERE]

EMERGENCY PHONE NUMBERS

Key Phone Numbers

Police, Fire, CHP, Ambulance	911	Yuba County OES	749-7520
Marysville Police (MPD)	749-3908	PG & E	1-800-743-5000
Rideout Emergency Center	749-4511	American Red Cross	673-1460
Rideout Hospital	749-4300	Fremont Hospital	751-4000
Toxic Chemical Control	1-800-424-8802	Yuba County Sheriff's Dept.	749-7777
Victim Witness	741-6275		

THREAT ASSESSMENT & STUDENT WELLNESS PLAN

Education Code 48900.7~ Terroristic Threats

- (a) In addition to the reasons specified in Sections 48900, 48900.2, and 48900.3 and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent's designee or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.
- (b) For the purposes of this section, "terroristic threat " shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of Yuba County Office of Education property, or the personal property of the person threatened or his or her immediate family.

California Welfare and Institutions Code 5150

When any person, as a result of mental disorder, is a danger to others, or to himself / herself, or gravely disabled, a peace officer, member of the attending staff, as defined by regulation, of an evaluation facility designated by the county, designated members of a mobile crisis team provided by Section 5651.7, or other professional person designated by the county may, upon probable cause, take, or cause to be taken the person into custody and place him or her in custody at the Yuba-Sutter Mental Health facility for 72 hour treatment and evaluation.

Yuba-Sutter Mental Health shall require an application, in writing, stating the circumstances under which the person's condition was called to the attention of the officer, member of the attending staff, or professional person, and stating that the officer, member of the attending staff, or professional person has probable cause to believe that the person is, as a result of a mental disorder, a danger to others, or to himself or herself, or gravely disabled. If the probable cause is based on the statement of a person other than their officer, member of the attending staff, or professional person, such person shall be liable in a civil action for intentionally giving a statement, which he/she knows to be false.

SITE THREAT ASSESSMENT TEAM

The school Site Threat Assessment Team (STAT) is comprised of at least 3 individuals from the school site crisis team:

SITE THREAT ASSESSMENT TEAM:

- _____, Site Administrator
- _____, Program Manager
- _____, School Psychologist
- _____, Nurse

THREAT ASSESSMENT PROCEDURE

1. The STAT will utilize a Threat Assessment Guidelines, Protocol and Worksheet to help determine whether the threat is Low, Medium or High.
2. If the threat is deemed to be a credible HIGH LEVEL THREAT, the STAT will recommend:
 - A school discipline/law enforcement response
 - Student Wellness Team Process (W & I 5150 Procedure Checklist)
3. When appropriate, the Site Administrator will notify the student's parents, victims and their parents, appropriate staff/others and communicate with the Superintendent and Safe School Plan Coordinator. The Site Administrator should obtain a parent signature on an "Interagency Authorization for Release of Information" form. The Site Administrator will designate a team member to maintain a case folder on the incident.
4. The Superintendent or Designee will address as necessary:
 - Liability issues
 - School Safety Issues
 - Student disciplinary issues
 - Legal Issues
 - Special Education Issues
5. The Site Administrator or Program Manager will contact the Superintendent or Safe School Coordinator to develop a course of action.
6. When it is determined that the student will return to campus, a meeting will be held with parents and administrators to implement:
 - A Site Contract or Suspended Expulsion Contract
 - Mental Health Plan, if appropriate
 - Behavior Plan or updated IEP for programs and services

THREAT ASSESSMENT GUIDELINES

Note: The Threat Assessment Guidelines, Threat Assessment Protocol and Threat Assessment Worksheet are NOT intended to be used as a “profiling” tool. They should be used only after a threat to help evaluate the severity level of that threat in the total context of the student’s history, personality, family, school and social dynamics. Threat Assessment levels are meant to assist team members in developing a response that is appropriate to a specific incident.

Threat Assessment Levels

A threat is referred to the Site Administrator and, if necessary, the Site Threat Assessment Team (STAT) composed of administrators, Probation Officer, school psychologist, appropriate staff/others to determine the severity level.

LOW LEVEL THREAT (1): A threat that poses a minimal risk to the victim and public safety

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible or lacks detail
- Threat lacks realism
- Content of the threat suggest the person is unlikely to carry it out. It could be impulsive, a form of teasing, or show of bravado. “I could just kill him for saying that.” **“You better not mess with me, or I’ll beat you up.”**

MEDIUM LEVEL THREAT (2): A threat that could be carried out, although it may not appear entirely realistic.

- The threat is more direct and more concrete than a low level threat. Wording in the threat suggests that the person making the threats has given some thought to how the act will be carried out.
- There may be a general indication of a possible place and time, though these signs still fall well short of a detailed plan.
- There is no strong indication that the person making the threats has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility—allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
- There may be a specific statement seeking to convey that the threat is not empty: **“I’m going to beat that kid up.” “I’m serious!” or “I really mean this.” “Wait until you see what happens next Tuesday in the cafeteria.”**

HIGH LEVEL THREAT (3): A threat that appears to pose an imminent and serious danger to the safety of others.

- The threat is direct, specific and plausible.
- The threat suggests concrete steps have been taken toward carrying it out. For example, statements indicating the person making the threats has acquired or practiced with a weapon or has had the victim under surveillance.
- There may have been attempts to recruit accomplices, or evidence of physical evidence: written plans, lists of victims, drawings, weapons, bomb materials, or literature explaining how to carry out the acts of violence. **“I am going to shoot Mr. Smith with my shotgun.”**

THREAT ASSESSMENT PROTOCOL

Site administrators using this protocol will often be able to assess a level one threat and act upon the incident using a routine approach to investigating and documenting a school discipline issue.

When a school administrator, in the course of investigating a threat, identifies elements of higher-level threat, a team should be convened.

Statement: The central question of a threat assessment is whether a student poses a threat, not whether a student made a threat.

- Less than 20% of school shooters communicated a direct or conditional threat to their target before the attack.
- More than 80% did not make a direct threat, but they did communicate their intent and or plans to others before the attack.
- Judgments about a student's risk of violence should be based upon analysis of behaviorally relevant facts, not "traits" or "profiles."
- An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
- There should be thoughtful probing, healthy skepticism, and attention to key points about pre-attack behaviors, a striving to be both accurate and fair. There should be credible verification of all essential "facts" and corroborations about an attacker's interests, statements, and actions.
- There should be liberal use of "common sense" throughout.

STEP ONE: REFERRAL

- Referral to Administrator and STAT if needed.

STEP TWO: THREAT ASSESSMENT

- Is it specific? Was there pre-planning? Were diaries, journals, websites used to record thinking?
- Is it direct, detailed? Does it have a motive, intent, time, and/or place? Were there attempts to recruit accomplices?
- Are there means to carry it out? Were weapons sought out? Was there practice with weapons?

STEP THREE: 4-PRONGED ASSESSMENT

- (1) **Personal behavior:** Based on information from faculty members and family members who knew the person before the threat was made: Immaturity, leakage (revealing clues), low frustration tolerance, poor coping skills, "injustice collector," depressive/suicidal, paranoia, narcissism, alienation, dehumanizes others, lack of empathy, externalizes blame, hit lists, closed/peripheral social group, bullying victim, fascination with violence-filled entertainment, excessive reference to mass murder/shooting sprees, stalking behavior, anger problems, radical changes in behavior, romantic break-up?
- (2) **Family Dynamics:** Turbulent parent-child relationship, "dominates" at home?
- (3) **School Dynamics:** "Detached" at school, bully or victim belongs to hate or fringe group, distrusts school?
- (4) **Social Dynamics:** Unrestricted access to themes and images of extreme violence isolated/ alienated?

STEP FOUR: OTHER INTERVIEWS

- Target of threat: Is interviewed. Is the threat likely to be acted upon? History of students involved?

STEP FIVE: EVALUATION AND RESPONSE

LEVEL 1: LOW

- The threat poses little threat to public safety and in most cases would not necessitate law enforcement investigation for a possible criminal offense. Extensive interviews are usually not necessary. **RESPONSE: School counseling/mediation or disciplinary action.**

LEVEL 2: MEDIUM

- The response should in most cases include contacting law enforcement agencies, as well as other sources to obtain additional information (and possibly reclassify the threat into the high or low category). **RESPONSE: School disciplinary actions and/or referral for services to Law Enforcement or Mental Health.**

LEVEL 3: HIGH

- Almost always the school should immediately inform Law Enforcement for possible 5150 or arrest and notify Superintendent and/or Assistant Superintendent. **RESPONSE: Suspension, Recommendation for Expulsion, Criminal Prosecution.**

TERMS AND FACTORS

DIRECT: It identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: "I am going to place a bomb in the school's gym."

INDIRECT: It tends to be vague, unclear and ambiguous. The plan, the intended victim, the motivation and other aspects of the threat are masked or equivocal: "If I wanted to, I could kill everyone at this school!"—and suggests that a violent act **COULD** occur, not that it **WILL** occur.

VEILED: It is one that strongly implies but does not explicitly threaten violence. "We would be better off without you around anymore," clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning to the threat.

CONDITIONAL: It is the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met. "If you don't pay me one million dollars, I will place a bomb in the school."

FACTIONS IN THREAT ASSESSMENT

SPECIFIC DETAILS: These can indicate that substantial thought, planning, and preparatory steps have already been taken, suggesting a higher risk that the person making the threat will follow through on his threat: the means, weapon, method, date, time, and place, identity of victim and concrete information and plans.

LOGICAL, PLAUSIBLE DETAILS: These suggest a very real possibility of being carried out and a high level of risk. Details that are specific but not logical or plausible may indicate a less serious threat that is unlikely to be carried out.

EMOTIONAL CONTENT: This can be an important clue to the student's mental state. Though emotionally charged threats can tell the assessor something about the temperament of the student, they are not a measure of danger. They may sound frightening, but no correlation has been established between the emotional intensity in a threat and the risk that it will be carried out.

PRECIPITATING STRESSORS: These are incidents, circumstances, reactionary, or situations, which can trigger a threat. The precipitating event may seem insignificant and have no direct relevance to the threat, but nonetheless, can become a catalyst. The impact of a precipitating event will obviously depend on "predisposing factors," including: underlying personality traits, characteristics, and temperament that predispose and adolescent to fantasize about violence or act violently. These must be considered together with broader information about these underlying factors.

THREAT ASSESSMENT WORKSHEET

Name:

School:

Date:

Step 1: REFERRAL

- Referred to administrator / STAT?

Step 2: TYPE OF THREAT

- Is the threat specific and direct?
- Does it have detail?
- Are the means to carry out the threat available?

Step 3: FOUR PRONGED ASSESSMENT

- Prong 1: PERSONALITY
- Prong 2: FAMILY
- Prong 3: SCHOOL
- Prong 4: SOCIAL

Student / Parent Interview

Access to weapons? _____ Yes _____ No

If yes, please explain:

Actual preparations? _____ Yes _____ No

If yes, please explain:

Does the student seriously intend to carry out the threat?

Target of Threat Interview

Is it likely to be acted on?

Step 4: EVALUATION

- Parent Conference / School Discipline and or Services (suspension, expulsion)
- Refer to Law Enforcement
- Refer to Mental Health for 5150 evaluation
- Refer for IEP or Behavior Plan

LAW ENFORCMENT CALL LOG

DATE	TIME	Reason for call	Was student detained		STUDENT NAME	Parent Notified	Time of notification
			MPD / YCSO				
			M / Y	Y / N		Y / N	
			M / Y	Y / N		Y / N	
			M / Y	Y / N		Y / N	
			M / Y	Y / N		Y / N	
			M / Y	Y / N		Y / N	
			M / Y	Y / N		Y / N	
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			M / Y	Y / N		Y / N	
			M / Y	Y / N		Y / N	
			M / Y	Y / N		Y / N	

REMOVAL OF STUDENT FROM SCHOOL

During School Hours

The student was removed from _____ (School) during school hours by

_____ (Department / Title)

When making an arrest or taking a child into custody in accordance with the laws of this State and the rules and regulations of the Yuba County Office of Education. (BP/AR 5145.11)

Student's Name	Birthday	Age
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Parent/ Guardian	Address	Phone
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Name of Peace Officer	Agency	Badge #
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Basis for Action (Check One)

- Section 836—Penal Code (Arrest without warrant)
- Warrant for arrest
- Section 5150—Welfare and Institutions Code—Danger to self/other, gravely disturbed
- Section 305—Welfare and Institutions Code---Student taken into protective custody (CPS)
- Section 625—Welfare and Institutions Code---Without warrant (minor is suspected of a crime)
- With express permission of parent
- In case of emergency when parent can't be reached (Ambulance)

Parent notified by _____ of the removal and place where student is taken. ***Except in child abuse investigation.**

Date: _____ **Time:** _____

Signature of Principal/ Designee: _____

****E.C. 48906: When a principal or other school official releases a minor student of such school to a peace officer for the purpose of removing the minor from school premises, such school official shall take immediate steps to notify the parent/guardian, or responsible relative of the minor regarding the release of the minor to such officer, and regarding the place to which the minor is reportedly being taken.***

SUSPENSION

Suspension is the temporary removal of a pupil from regular classroom instruction or from school as initiated by a teacher or administrator. A teacher may suspend any pupil from his or her class for the remainder of that day and the following day. A teacher may also refer a pupil to the principal or designee for consideration of a suspension from the school. The principal of the school, the principal's designee or the superintendent of schools may suspend a pupil from the school for not more than five consecutive school days unless the suspension is extended pending expulsion.

Teacher's Notice of Pupil Suspension

SCHOOL NAME: _____ DATE: _____

To: Principal and Parent

Pursuant to Section 48900 of the Education Code, _____, has
Name of Pupil

been suspended from _____ on _____
Name of Class & Period Date/Time of Suspension

because: _____

****Other means of correction have failed:

Pupil suspension is only from the class stated above and not from the school. Attendance by the pupil is required at all other classes during the period of suspension.

The period of suspension is for:

___ 1. The remainder of the day or period on which the suspension occurred

___ 2. The remainder of the day or period on which the suspension occurred and ___ the school day following.

You are hereby requested to attend a parent-teacher conference regarding the

suspension of your child at _____ on _____ at _____
Time Date Location

NOTE: Parent -Teacher conference must be requested on all suspensions by teachers. (Education Code Section 48910) If another time is more convenient, please telephone the undersigned teacher to arrange a meeting as soon as possible.

Signature of Teacher Date

Parent Request for Attendance by Administrator at Suspension Conference

Pursuant to Section 48910 of the Education Code, the parent can request that a school administrator attend the Parent-Teacher Conference. If you are requesting an administrator at the above conference, please notify your child's teacher.

EXPULSION

Expulsion is the removal of a pupil from enrollment in a school or the Yuba County Office of Education as ordered by the Superintendent. Pupils can be expelled only for those reasons for which they can also be suspended.

LEVEL FOUR DISCIPLINE - Mandatory Expulsion

The principal or superintendent of schools shall immediately suspend and **shall recommend expulsion** of a pupil if he/she determines that the student committed any of the following acts at school or at a school activity.

Firearm: 48915 (c)(1) Possessing, selling, or otherwise furnishing a firearm

Knife: 48915 (c)(2) Brandishing a knife at another person

Controlled Substance: 48915 (c)(3) Unlawfully selling a controlled substance

Sexual Assault/Battery: 48915 (c)(4) Committing or attempting to commit sexual assault

Explosive: 48915 (c)(5) Possession of an explosive

LEVEL THREE DISCIPLINE - Quasi-Mandatory Expulsion

The principal or the superintendent of schools **shall recommend the expulsion/suspended expulsion contract** of a pupil for any of the following acts committed at school or school activity, unless the principal or superintendent finds that the expulsion/suspended expulsion contract is inappropriate, due to the particular circumstance. This must be documented in writing.

Serious Physical Injury: 48915 (a)(1) Causing serious physical injury to another person, except in self-defense.

Knife, Explosive or Dangerous Object: 48915 (a)(2) & 48900(b) Possession of any knife or other dangerous object of no reasonable use to the pupil

Controlled Substance: 48915 (a)(3) & 48900(c) Unlawful possession of any controlled substance listed in Chapter 2, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis

Robbery or Extortion: 48915 (a)(4) Robbery or extortion

Assault or Battery: 48915(a)(5) Assault or battery upon any school employee

LEVEL TWO DISCIPLINE – Mandatory Suspension

Under these circumstances, because they are considered particularly destructive and disruptive to the educational environment, policy requires a minimum three day suspension.

The principal **shall** recommend suspension of a pupil for any of the following acts committed at school or a school activity. **If the principal recommends expulsion or a suspended expulsion contact, he/she must find that 1) other means of correction have failed or not feasible, or 2) due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of other students:**

Physical Injury to Another: 48900 (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person

Force or Violence Upon Another: 48900 (a)(2) Willfully used force or violence upon the person of another, except in self-defense

Dangerous Object: 48900 (b) Possessed, sold, or otherwise furnished any firearm, knife explosive, or other dangerous object

Controlled Substance: 48900 (c) Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcohol beverage, or an intoxicant of any kind

Drugs/Alcohol: 48900(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant

Robbery or Extortion: 48900(e) Committed or attempted to commit robbery or extortion

Drug Paraphernalia: 48900 (j) Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia

Imitation Firearm: 48900 (m) Possessed an imitation firearm....."imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead to reasonable person to conclude that the replica is a firearm

Sexual Assault: 48900 (n) Committed or attempted to commit a sexual assault

School Discipline Witness: 48900 (o) Harassed, threatened or intimidated a pupil who is complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both

Soma (prescription drug): 48900 (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma

Aids or Abets Physical Violence: 48900(t) A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person, **(but, per Education Code, expulsion may not be imposed unless the student is adjudged guilty in juvenile court)**

Sexual Harassment: 48900.2 Harassment must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment

Hate Violence: 48900.3 Pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as described in Section 233

Harassment: 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils

Community Service on School Grounds: 48900.6 The principal or designee may require a pupil to perform community service on school grounds

Terrorist Threats: 48900.7 Any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out

LEVEL ONE DISCIPLINE – Permissive Suspension

Under these circumstances, policy permits discipline short of suspension on a minor first offense.

The principal *may* recommend suspension of a pupil for any of the following acts committed at school or a school activity. **If the principal recommends expulsion or a suspended expulsion contact, he/she must find that 1) other means of correction have failed or not feasible, or 2) due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of other students:**

Damage to School/Property: 48900 (f) Caused or attempted to cause damage to school or private property

Stole School/Private Property: 48900 (g) Stolen or attempted to steal school property or private property

Tobacco or Nicotine Products: 48900 (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including cigarettes, cigars, smokeless tobacco, snuff, chew packets

Obscene Act of Habitual Profanity: 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity

Disruption of School Activities or Defiance of School Personnel: 48900 (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers administrators, school officials, or other school personnel engaged in the performance of their duties

Received Stolen School/ Private Property: 48900 (l) Knowingly received stolen school property or private property

Hazing: 48900(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050

Bullying: 48900(r) Engaged in an act of bullying, including, but not limited to bullying committed by means of an electronic act directed specifically toward a pupil or school personnel

Community Service on School Grounds: 48900.6 The principal or designee may require a pupil to perform community service on school grounds.

CHILD ABUSE REPORTING PROCEDURES

Child abuse has severe consequences and the Yuba County Office of Education has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. *Reasonable suspicion* means that is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse of neglect, physical, sexual or emotional abuse.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Employees who are mandated reporters are obligated to report all known or suspected incidents of child abuse and neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person. Mandated reports shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Child abuse or neglect includes the following:

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child
5. Unlawful corporal punishment or injury

Child abuse or neglect does not include:

1. A mutual affray between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
3. An injury resulting from the exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning.
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student.
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

Initial Telephone Report

In cases of suspected child abuse or neglect, the principal or designee is notified immediately. As soon as practicably possible, a report is made by telephone to Child Protective Services and the police department. When the report is made, the reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. **The phone number for CPS is 530-749-6288**

Written Report

Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes a completed Department of Justice form. Forms are located in every school office.

Send Form to: 5730 Packard Ave., Marysville 95901 and a copy to Human Resources.

DISCRIMINATION AND HARASSMENT POLICIES

Discrimination Policy

Programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation. The Superintendent shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The Superintendent prohibits intimidation or harassment of any student by any employee, student or other person in the Yuba County Office of Education programs. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges. Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Director of Human Resources handles complaints regarding discrimination and inquiries regarding policies. Any student who feels that he/she is being harassed should immediately contact a school employee or the principal. Any student who observes an incident of harassment should report the harassment to a school employee or the principal, whether or not the victim files a complaint.

Student Sexual Harassment Policy

The Superintendent prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Superintendent also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. The Superintendent expects students or staff to immediately report incidents of sexual harassment to the student's teacher, Principal, Vice-Principal, Program Manager or Designee. Any student who engages in the sexual harassment of anyone in or from the Yuba County Office of Education may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

DEFINITION

Committed sexual harassment as defined in Education Code 212.5. Pursuant to Education Code 48900.2, the conduct constitutes harassment if it would be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

INSTRUCTION/INFORMATION

The Superintendent or designee shall provide to all program students developmentally and age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. Behaviors that constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender.
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. Information about the person(s) to whom a report of sexual harassment should be made.

COMPLAINT PROCESS

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the Site Administrator, Program Manager or designee. Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the Site Administrator, Program Manager or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the Site Administrator, Program Manager or any other Yuba County Office of Education employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report directly to the Director of Personnel or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

DISCIPLINARY MEASURES

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.

For students in grades 4 through 12, disciplinary action may include suspension/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

RECORD KEEPING

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the Director of Human Resources to monitor, address and prevent repetitive harassing behavior in its programs. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

PROHIBITED SEXUAL HARASSMENT CONDUCT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any Yuba County Office of Education program or activity

Types of conduct which are prohibited in and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposely cornering or blocking normal movements
10. Displaying sexually suggestive objects
11. Continuing to express sexual interest after being informed that the interest is unwelcome
12. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.