YUBA COUNTY BOARD OF EDUCATION

1114 Yuba Street
Marysville, CA 95901

Agenda

January 8, 2025

YCOE
Yuba County Office of Education
Better Together

Rob Gregor
Yuba County Superintendent of Schools

<div align="center">

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING
Wednesday, January 8, 2025 – 4:30p.m.
Yuba County One Stop, Beckwourth Room
1114 Yuba Street, Marysville, CA 95901

</div>

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

<div align="center">

AGENDA

</div>

1.   CALL TO ORDER, ATTENDANCE, AND PLEDGE OF ALLEGIANCE

2.   PUBLIC COMMENTS

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

The California Government Code, Section 54595.2(a)(2) states, *"No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3."*

3.   APPROVAL OF AGENDA   **ACTION ITEM**

4.   CONSENT AGENDA   **ACTION ITEM**

    4.1   APPROVAL OF DECEMBER 13, 2024, BOARD MINUTES – Pages 1-7
    4.2   TEMPORARY COUNTY TEACHER CERTIFICATES – Page 8

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

5.   SUPERINTENDENT'S REPORT

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

    5.3   QUARTERLY REPORT ON WILLIAMS UNIFORM   **INFORMATION ITEM**
          COMPLAINTS - Page 9
          Rob Gregor

Superintendent Gregor will share the Quarterly Report on Williams Uniform Complaints for October 1, 2024 – December 31, 2024, 2nd Quarter, pursuant to Education Code §35186.

6.   EDUCATIONAL SERVICES

6.1   SCHOOL ACCOUNTABILITY REPORT CARDS   **INFORMATION ITEM**
       Bobbi Abold - Pages 10-101

Staff will share information compiled for the 2023-2024 SARC for Board information and review.
School Accountability Report Cards are compiled per state requirements for Yuba County Career
Preparatory Charter School, Special Education, and Alternative Education Programs operated by the
Yuba County Office of Education.

6.2   DISCUSSION REGARDING MATERIAL VIOLATION   **INFORMATION/**
       OF THE TERMS OF THE YUBA ENVIRONMENTAL   **ACTION ITEM**
       SCIENCE (YES) CHARTER – Pages 102-104
       Bobbi Abold

Staff will share findings regarding a material violation of the conditions, standards, or procedures
outlined in the approved Charter and the signed Memorandum of Understanding (MOU) between Yuba
Environmental Science (YES) Charter and the Yuba County Board of Education.

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

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

7.   ADVANCED PLANNING

7.1   NEXT REGULAR BOARD MEETING   **INFORMATION/**
       FEBRUARY 12, 2025 – 4:30P.M.   **ACTION ITEM**
       LOCATION: YUBA COUNTY ONE STOP,
       BECKWOURTH ROOM, 1114 YUBA STREET,
       MARYSVILLE, CA 95901

8.   ADJOURN   **ACTION ITEM**

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING MINUTES

Friday, December 13, 2024 – 11:30 a.m.

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

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	President John Nicoletti called a regular meeting of the Yuba County Board of Education to order at 4:30 p.m. on December 13, 2024, at the Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA.	**CALLED TO ORDER**: 4:30 p.m.
ATTENDANCE, PLEDGE OF ALLEGIANCE	Present were John Nicoletti, Marjorie Renicker, Desiree Hastey, and Tracy Bishop. Katharine Rosser is absent. Halee Pomeroy led the recital of the Pledge of Allegiance.	**QUORUM PRESENT**
2. PUBLIC COMMENTS	There are no public comments.	
3. APPROVAL OF AGENDA	President Nicoletti directed Board members to the December 13, 2024, Agenda for their review and approval. Upon a motion by Trustee Bishop, duly seconded by Trustee Renicker, the Board unanimously approved the December 13, 2024 Agenda as presented.	**MOTION:** To approve the December 13, 2024, Agenda as presented **MOTION:** Tracy Bishop **SECOND:** Marjorie Renicker **ROLL CALL VOTE:** John Nicoletti - Aye Marjorie Renicker – Aye Desiree Hastey - Aye Tracy Bishop - Aye **MOTION APPROVED (4/0)**
4. ANNUAL ORGANIZATIONAL MEETING	**4.1 Announce Election Results** Superintendent Gregor announced the following election results from the November 5, 2024, General Election: • TRUSTEE AREA 2 John Nicoletti – Unopposed	

	• TRUSTEE AREA 3 Marjorie Renicker – Unopposed • TRUSTEE AREA 4 Desiree Hastey – Unopposed **4.2 Confirm Time, Date, and Location of Regular Board Meetings** A proposed schedule was reviewed. Regular Board meetings will be held on the second Wednesday of each month at 4:30 p.m. at the Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA. Upon a motion by Trustee Nicoletti, duly seconded by Trustee Bishop, the board unanimously adopted the proposed meeting schedule as presented. **4.3 Election of President and Vice President** Superintendent Gregor presided over the election of the President. The process for nomination of officers was reviewed. Trustee Bishop nominated Trustee John Nicoletti for Board President. Trustee Nicoletti accepted the nomination. No other nominations for Board President were made. Upon a motion by Trustee Bishop, duly seconded by Trustee Reniker, John Nicoletti was unanimously elected Board President of the Yuba County Board of Education. President Nicoletti presided over the election of the Vice President. Trustee Renicker nominated Tracy Bishop for Vice President. Trustee Bishop accepted the nomination. No other nominations for Vice President were made. Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, Tracy Bishop was	**MOTION:** To hold regular meetings on the second Wednesday of each month at 4:30pm at the Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA, with the noted exceptions **MOTION:** John Nicoletti **SECOND:** Tracy Bishop **Roll Call Vote:** John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye **MOTION APPROVED (4/0)** **MOTION:** To elect John Nicoletti Board President **MOTION:** Tracy Bishop **SECOND:** Marjorie Renicker **Roll Call Vote:** John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye **MOTION APPROVED (4/0)**

	unanimously elected Vice President of the Yuba County Board of Education.	**MOTION:** To elect Tracy Bishop as Vice President **MOTION:** Desiree Hastey **SECOND:** Marjorie Renicker **Roll Call Vote:** John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye **MOTION APPROVED (4/0)**
	4.4 Appoint Superintendent as Secretary/Clerk to the Board of Education Yuba County Office of Education leadership recommended that the Board appoint Yuba County Superintendent of Schools Rob Gregor as Secretary/Clerk to the Yuba County Board of Education. Upon a motion by Trustee Bishop, duly seconded by Trustee Hastey, Rob Gregor was unanimously appointed as Secretary/Clerk of the Yuba County Board of Education.	**MOTION:** To appoint Rob Gregor as Secretary/Clerk of the Board of Education **MOTION:** Tracy Bishop **SECOND:** Desiree Hastey **Roll Call Vote:** John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye **MOTION APPROVED (4/0)**
	4.5 School Board Authorization Form Leadership recommended the Board authorize Yuba County Superintendent of Schools Rob Gregor to sign warrants and orders drawn on the funds of the County Office of Education and School Districts. Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, Rob Gregor was unanimously authorized to sign warrants and orders drawn on the funds of the County Office of Education and School Districts. Each Trustee recorded their verified signatures on the School Board Authorization form.	**MOTION:** To authorize Rob Gregor to sign warrants and orders drawn on the funds of the County Office of Education and School Districts. **MOTION:** Desiree Hastey **SECOND:** Marjorie Renicker **Roll Call Vote:** John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye **MOTION APPROVED (4/0)**
	4.6 Appointment to Board Committees The Board made the following appointments: • Superintendents' Salary Committee – Marjorie Renicker and Desiree Hastey • Budget Committee – John Nicoletti and Tracy Bishop	

5. CONSENT AGENDA	President Nicoletti directed board members to the December 13, 2024, Consent Agenda for their review and approval. Upon a motion by Trustee Hastey, dully seconded by Trustee Bishop, the Board unanimously approved the December 13, 2024, Consent Agenda as presented.	**MOTION:** To approve the December 13, 2024, Consent Agenda as presented **MOTION:** Desiree Hastey **SECOND:** Tracy Bishop **ROLL CALL VOTE:** John Nicoletti - Aye Marjorie Renicker – Aye Desiree Hastey - Aye Tracy Bishop – Aye **MOTION APPROVED (4/0)**
6. SUPERINTENDENT'S REPORT	**6.1 Appointment of Yuba County SELPA Community Advisory Committee Parent Representative** The Yuba County Office of Education is nominating and recommending that James Sutherland be appointed as the Yuba County Office of Education parent representative to the Yuba County Special Education Local Plan Area (SELPA). Upon a motion by Trustee Renicker, duly seconded by Trustee Bishop, the board unanimously approved the appointment of James Sutherland as the Yuba County Office of Education parent representative to the Yuba County Special Education Local Plan Area (SELPA). **6.2 This Item Provides an Opportunity for the Superintendent/Directors/Board Members to Share Various Items of Interest** Superintendent Gregor shared the following items of interest: • YCOE Human Resources Team to Relocate to the Yuba County One Stop	**MOTION:** To appoint James Sutherland as the Yuba County Office of Education parent representative to the Yuba County SELPA **MOTION:** Marjorie Renicker **SECOND:** Tracy Bishop **ROLL CALL VOTE:** John Nicoletti - Aye Marjorie Renicker – Aye Desiree Hastey - Aye Tracy Bishop – Aye **MOTION APPROVED (4/0)**

	- Winter Wonderland Scheduled for December 14, 2024 - Olivehurst Christmas Parade Scheduled for December 1, 2024 - YCOE Submitted Proposal for Marysville Joint Unified School District (MJUSD) Superintendent Search - Dec. 7 – YCOE Participated in Marysville Christmas Parade - Dec. 9 – Honorary Angel Tree Celebration - Dec. 10 – Annual Rotary Christmas Luncheon – YCOE Cabinet Participation - Student Presentation to Come to the Board Quarterly	
7. EDUCATIONAL SERVICES	**7.1 Learning Communities for School Success Program 2023-2024 Report** Luke Henderson, Educational Coordinator for the YCOE Learning Communities for School Success Program (LCSSP), reviewed the 2023-2024 LCSSP Report. He shared a PowerPoint presentation and responded to questions from the Board. **7.2 Student Sharing** A student currently attending Harry P.B. Carden School shared experiences and prospectives with the Board. **7.3 Educational Services Program Update** Deputy Superintendent Bobbi Abold shared a Harry P.B. Carden Western Association of Schools and Colleges (WASC) Update and Action Plan with the Board.	
8. FISCAL SERVICES	**8.1 Approval of First Interim Report for 2024-2025**	

	Chief Business Officer Aaron Thornsberry led a review of the 2024-2025 First Interim Report. He shared a PowerPoint presentation. This report is submitted each year to revise the budget where necessary and to give the board and public an estimate of what our ending balances will be and the current financial status. All questions were addressed. Mr. Thornsberry recommended that the Board approve the Interim Report and budget revisions contained therein for 2024-2025. Upon a motion by Trustee Renicker, duly seconded by Trustee Hastey, the board unanimously approved the First Interim Report for 2024-2025 as presented. **8.2 Review and Approval of Audit Report for 2023-2024** Brent Harrison reviewed the 2023-2024 Audit Report and answered questions from the Board. Upon a motion by Trustee Renicker, duly seconded by Trustee Hastey, the Board unanimously approved the 2023-2024 Audit Report as presented.	**MOTION:** To approve the Interim Report and budget revisions contained therein for 2024-2025 as presented. **MOTION:** Marjorie Renicker **SECOND:** Desiree Hastey **Roll Call Vote:** John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye **MOTION APPROVED (4/0)** **MOTION:** To approve the 2023-2024 Audit Report as presented. **MOTION:** Marjorie Renicker **SECOND:** Desiree Hastey **Roll Call Vote:** John Nicoletti - Aye Desiree Hastey – Aye Tracy Bishop – Aye Marjorie Renicker - Aye **MOTION APPROVED (4/0)**
9. CLOSED SESSION	**9.1 Conference with Legal Counsel Existing Litigation (Gov't. Code section 54956.9(d)(1).) Name of Case: Y.T. v. Marysville Joint Unified School District, et. al.** President Nicoletti cleared the meeting room and called a closed session to order at 12:56 p.m. The closed session was adjourned at 1:07 p.m.	**CLOSED SESSION CALLED TO ORDER**: 12:56 p.m. **CLOSED SESSION ADJOURNED:** 1:07 p.m.

	9.2 Reconvene in Open Session President Nicoletti reconvened the regular meeting at 1:07p.m. and announced that no action was taken during closed session.	**CALLED TO ORDER**: 1:07 p.m.
10. ADVANCED PLANNING	**10.1 Next Regular Board Meeting January 8, 2025 – 4:30 p.m. Location: Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA 95901**	
11. ADJOURNMENT	There being no further business for discussion, the meeting was adjourned. Upon a motion by Trustee Bishop, duly seconded by Trustee Renicker, the Board unanimously adjourned the December 13, 2024, Yuba County Board of Education meeting at 1:10 p.m.	**MOTION:** To adjourn **MOTION:** Tracy Bishop **SECOND:** Marjorie Renicker **ROLL CALL VOTE:** John Nicoletti – Aye Marjorie Renicker – Aye Desiree Hastey - Aye Tracy Bishop - Aye **MOTION APPROVED (4/0)**

Respectfully submitted,

Rob Gregor

Rob Gregor
Yuba County Superintendent of Schools

Recorded by:
Halee Pomeroy

Temporary County Certificates Issued
December 6, 2024 to January 2, 2025

NAME	CREDENTIAL APPLIED FOR	PREV CRED	TCC EXPIRE
Saunders, Kimberly	Emg CLAD	Yes	5/31/2025
Pettigrew, Erin	Prelim Education Specialist - DHH	Yes	6/30/2025

Yuba County Office of Education 2nd Quarterly Report on Williams Uniform Complaints

Education Code 35186(d)

District's Reporting a Williams Uniform Complaint: ***None***

Person completing this form: ***Jessica Geierman***

Title: ***Director of Curriculum and Instruction***

Quarterly Report Submission Date: ***January 2, 2025***

☐ *October 2024 (for July-September 2024) 1st Quarter*
☑ **January 2025 (for October-December 2024) *2nd Quarter***
☐ April 2025 (for January-March 2025) *3rd Quarter*
☐ July 2025 (for April-June 2025) *4th Quarter*

Date for information to be reported publicly at YCOE's governing board meeting: ***1/8/2025***

☑ ***No complaints were filed with any school in the county programs during the quarter indicated above.***

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

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

Jessica Geierman
Printed Name

[signature]
Signature

Yuba County Career Preparatory Charter
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Yuba County Career Preparatory Charter
Street	1104 E Street
City, State, Zip	Marysville, CA, 95901
Phone Number	(530) 749-4000
Principal	Cynthia Soares
Email Address	cynthia.soares@yubacharterschool.org
School Website	https://www.yubacoe.org/prepcharteracademy
Grade Span	
County-District-School (CDS) Code	58105875830112

2024-25 District Contact Information

District Name	Yuba County Office of Education
Phone Number	(530) 749-4953
Superintendent	Rob Gregor
Email Address	rob.gregor@yubacoe.k12.ca.us
District Website	www.yubacoe.org

2024-25 School Description and Mission Statement

The Yuba County Career Preparatory Charter School (YCCPCS) offers an independent study program with Dashboard Alternative School Status (DASS), providing personalized learning options to at-promise students. The school aligns instruction with an individual's needs and interests of students using a combination of independent study, classroom instruction, and onsite support. Personalized Learning Programs are a 21st-century, "on the leading edge" approach to public education that honors and recognizes each child's unique gifts, skills, passions, programs, struggles, and attributes.

YCCPCS strives to optimize each student's potential and opportunity to succeed by engaging them in a productive, relevant,

and meaningful learning experience. The Personalized Learning Program model's key attributes are based on the solid foundation of the latest educational research regarding how students best learn. These attributes include:

- A strong emphasis on parental involvement
- Small class sizes
- One-on-one teacher and student interaction
- Attention to differences in learning styles
- Access to technology
- Varied learning environments
- Choice of curricular programs
- Hands-on career technical education experiences

Schoolwide goals and actions are determined through an annual needs assessment. Progress monitoring implementation and metric outcomes occur throughout the year leading up to the annual Local Control Accountability Plan (LCAP) Annual Update.

VISION STATEMENT
To support self-directed, lifelong learning opportunities in a safe and positive environment in which all learners can work toward reaching their full academic and professional potential.

MISSION STATEMENT
Yuba County Career Preparatory Charter School (YCCPCS) will empower learners as problem-solving, critical thinkers with the social, academic, and career technical skills necessary to be successful in the community, workplace, and continuing education. Collaborating closely with the entire learning community, YCCPCS commits to quality, independent, learner-centered education.

The YCCPCS vision and mission statement focus on the importance of having discipline and motivation for students to complete their education using a vocational focus and providing several Career Technical Education (CTE) program options. This fills a previously unmet need in Marysville and the surrounding communities.

SCHOOLWIDE LEARNER OUTCOMES (SLOs)
Members of the YCCPCS learning community will know, understand, and be able to:
PERCEIVE themselves as supported and self-directed, engaged, lifelong learners who
BELIEVE the essential skills they gain and the resources available will help them
ACHIEVE on their chosen pathway of success.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	1
Grade 3	1
Grade 4	1
Grade 5	1
Grade 6	6
Grade 7	5
Grade 8	8
Grade 9	77
Grade 10	61
Grade 11	46
Grade 12	28
Total Enrollment	238

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	48.7
American Indian or Alaska Native	2.9
Asian	0.4
Black or African American	0.4
Hispanic or Latino	48.3
Two or More Races	10.1
White	37.4
English Learners	6.3
Foster Youth	0.8
Homeless	8.8
Socioeconomically Disadvantaged	89.5
Students with Disabilities	23.5

| A. Conditions of Learning | **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.20	34.60	17.10	35.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	4.13	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	8.06	3.00	6.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.10	57.26	10.20	21.12	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	16.00	33.06	18854.30	6.86
Total Teaching Positions	12.40	100.00	48.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.00	35.73	16.30	36.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.40	13.08	9.40	21.19	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.60	49.96	8.60	19.29	11953.10	4.28
Unknown/Incomplete/NA	0.10	1.14	10.30	23.00	15831.90	5.67
Total Teaching Positions	11.30	100.00	44.70	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.60	39.24	16.40	34.13	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	5.29	16.50	34.38	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.70	48.07	7.30	15.15	11746.90	4.23
Unknown/Incomplete/NA	0.80	7.31	7.80	16.31	14303.80	5.15
Total Teaching Positions	11.90	100.00	48.20	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	1.40	0.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	1.40	0.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	7.10	5.60	5.7
Total Out-of-Field Teachers	7.10	5.60	5.7

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.50	3.7	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (2010), Edge ELD A, B, C (2023), BrightThinker (2021)	Yes	0.0
Mathematics	BrightThinker (2021), Big Ideas Math Integrated I Mathematics (2018), Personal Finance: Next Generation Personal Finance (2020)	Yes	0.0.
Science	BrightThinker (2021), McGraw (2015), Prentice Hall (2012), Globe Fearon (2013)	Yes	0.0
History-Social Science	BrightThinker (2021)	Yes	0.0
Foreign Language	N/A site meets requirement with CTE Programs		
Health	G-W Publisher (2021), BrightThinker (2021)	Yes	0.0
Visual and Performing Arts	BrightThinker (2021)	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

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

School Facility Conditions and Planned Improvements

LOCATION
YCCPCS is located in Marysville on a single site that was once a car dealership.

DESCRIPTION
Our facilities provide students with a sense of pride. The main building has been completely renovated, providing additional classroom space and meeting areas. The remodeled Independent Study (IS) area provides students and teachers with spacious, modern, and technologically rich areas to meet with a sense of privacy. The area is very well-lit, organized, and active. Teachers decorate their spaces to promote the learning environment, displaying current student work, learning tools, and positive messages. The IS center has large historical prints of Marysville from its gold rush days that spur conversation. The facility includes a library where textbooks are checked out, and reading material, technology devices, and school IDs are available for student check-out/purchase. The site computer lab serves our students for statewide assessments and daily assignments when students are on campus. Classrooms are equipped with smart boards and projectors.

The CTE facilities have been remodeled to include a fully functional Vet Tech lab, welding facilities, Aquaponics lab, and Digial Media room. The CTE wing has functional solar panels.

MAINTENANCE AND SAFETY
A full-time custodian cares for the day-to-day cleanliness of the building, as well as the two wings used for the expansive CTE programs. Every summer, a walk-through of the buildings is completed to see if any major repairs need to be scheduled. Minor and emergency repairs are completed Yuba County Office of Education (YCOE) personnel, as needed, and occasionally by outside local DIR-certified contractors. An online work order request can be initiated by school personnel and the maintenance team from the YCOE schedules and completes the repairs. Emergency needs are given the highest priority. New asphalt and complete outdoor remodel have the site in top condition.

Year and month of the most recent FIT report	9/16/2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	15	33	15	22	46	47
Mathematics (grades 3-8 and 11)	2	0	9	12	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	67	64	95.52	4.48	32.81
Female	36	34	94.44	5.56	38.24
Male	30	29	96.67	3.33	24.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	22.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	31	96.88	3.12	41.94
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	63	95.45	4.55	31.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	14.29

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	67	64	95.52	4.48	0.00
Female	36	34	94.44	5.56	0.00
Male	30	29	96.67	3.33	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	31	96.88	3.12	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	63	95.45	4.55	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	14.29	7.14	--	--	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	14	93.33	6.67	7.14
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	14	93.33	6.67	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Supported by the YCOE CTE/Adult Education Coordinator, Ken Hamel, YCCPCS offers CTE programs in several sectors:
- The Transportation Sector offers Intro, Concentrator, and Capstone classes in the Systems Diagnostics, Service, and Repair Pathway and Intro, Concentrator in the Structual Repair and Refinishing Pathway.
- The Manufacturing and Product Development Sector offers Intro, Concentrator, and Capstone courses in the Welding and Materials Joining Pathway.
- The Agriculture and Natural Resources Sector offers Intro, Concentrator, and Capstone classes in the Animal Science Pathway (Vet Tech) and Intro, Concentrator, Capstone classes in the Plant and Soil Science Pathway.
- The Arts, Media, and Entertainment Sector offers Intro, Concentrator, and Capstone courses in the Design, Visual, and Media Arts Pathway.

All courses are assigned progressive credits of completion leading toward graduation and pathway certification. Courses are accessible to all enrolled student populations, and accommodations are in place to ensure success and attainment.

The CTE programs are evaluated using the 11 Essential Elements of a High-Quality CTE System tool, oversight by the school, county, and coordinator, and collaboration with the Tri-County ROP and community college districts.

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	77.9%	76.6%	77.9%	77.9%	76.6%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parents/Guardians are committed to helping their children be successful students and community members. All parents/guardians and family members are encouraged to participate actively in their child's education during the YCCPCS orientation/enrollment process. Parents/Guardians are encouraged to be involved with their child's education by helping tailor the program to meet individual needs. Parents/Guardians must be present at their child's Independent Study (IS) appointments with their Supervising Teacher so they can monitor and support their IS student at home. They are encouraged to contact their child's teacher and support staff weekly to learn about what is happening at school, understand their child's academic progress, and find ways to support them at home. Teachers frequently call, email, text, and meet with parents to discuss student progress and provide suggestions on assisting their child academically, socially, and emotionally. IS students receive weekly feedback, quarterly progress reports, and access to student grades, progress, and upcoming assignments through their Google Classroom and Parent Square. YCCPCS is also actively engaged with families through social media.

Parents/Guardians are presented with volunteer opportunities (Charter Advisory Council, WASC Committee, Auto Show, CTE classes, and field trips) and are invited to attend onsite events. The Charter Advisory Council is comprised of an administrator, parents/guardians, community business members, students, and teachers.

Please contact Director Cynthia Soares at (530) 749-4000 with any questions regarding parent, family and/or community involvement.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	25.5	29.5		34.0	32.6		7.8	8.2	
Graduation Rate	52.7	34.4		42.0	36.0		87.0	86.2	

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0	0		2.74	5.55		3.17	3.6	
Expulsions	0	0		0	0		0.07	0.08	

2023-24 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

YCCPCS follows the requirements of Education Code 47605(b)(5)(F) pursuant to the CA Charter Schools Act. The School Safety Plan is developed in cooperation with emergency medical services personnel and other persons who may be interested in the health and safety of students (AB 2887). The Safety Plan will be reviewed and updated on January 28, 2025, with the Charter Advisory Council (including students). It will be reviewed with staff on February 3, 2025. It is reviewed by the YCOE Board of Education by March 1, annually.

The components of the plan meet or exceed requirements established in Ed Code 32282(a)(2)(A)-(L). The plan includes appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, and shall include all of the following:
a. child abuse reporting procedures
b. disaster procedures
c. serious acts leading to suspension/expulsion
d. notifying teachers of dangerous pupils
e. discrimination/harassment
f. inclusion of any schoolwide dress code that prohibits pupils from wearing 'gang-related apparel"
g. safe entry into and exit from the school (pupils, parents, and staff)
h. a safe and orderly environment conducive to learning at the school.
i. rules and procedures on school discipline
j. tactical responses to criminal incidents procedures, including individuals with guns on school campuses and at school-related functions
k. dangerous, violent, or unlawful activity response procedures
l. opioid overdose procedures

2024-25 School Safety Plan

YCCPC's Safety Plan includes a response to sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds, as required of a school district or county office of education comprehensive school safety plan. YCCPCS does drills for emergencies, including lockdowns, fires, and earthquakes. Emergency Evacuation Drill logs are kept in the administrative office. The Catapult system is used for communication during emergencies. YCCPCS does not perform active shooter/assailant drills but does maintain a Workplace Violence and Injury Prevention Plan (AB 1858 and AB 2887).

YCCPCS has a procedure for identifying a refuge shelter for all students and staff to use in the event of an evacuation order and notifying the fire department responsible for the school site. The school serves more than 50 students located in high or very high fire hazard severity zones, as identified by the State Fire Marshal. It maintains a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff. The plan details a decision process for determining whether an evacuation is appropriate. The evacuation procedures are coordinated with the fire department (AB 2968).

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	2	4		
5	3	2		
6	2	2		
Other	5	1		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	1	0	0
1	1	1	0	0
2	1	1	0	0
3	1	1	0	0
4	0	0	0	0
5	2	6	0	0
6	2	4	0	0
Other	4	4	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	70		
Mathematics	3	60		
Science	2	57		
Social Science	2	133		

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	74	0	0
Mathematics	3	66	0	0
Science	3	52	0	0
Social Science	2	95	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14836.01	3217.04	11618.97	82939.71
District	N/A	N/A	NA	
Percent Difference - School Site and District	N/A	N/A	NA	
State	N/A	N/A	$10,771	
Percent Difference - School Site and State	N/A	N/A	7.6	

Fiscal Year 2023-24 Types of Services Funded

Revenue for the school was derived from state apportionment as determined by the average daily attendance. The types of programs and services funded include:

- Instructional support for independent study, including but not limited to tutoring, EL support, and interventions
- Textbooks, computers, software, other supplemental instructional materials, supplies, and equipment to support independent study
- Specific costs include equipment, supplies, and training to implement high-quality CTE pathways: Aquaponics, Welding, Automotive, Digital Media Arts, and Veterinary Technician.
- Special Education services (above SELPA provided funds)
- Onsite content-specific support in math, ELA, and social studies courses throughout the week

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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

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

Professional Development

YCCPCS staff have seven non-student professional days. Twenty-nine Mondays are protected staff development days designed to identify and address student needs.

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

Subject	2022-23	2023-24	2024-25

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	35	36	36

Yuba County Special Education
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

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

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

The Yuba County Office of Education has a mission of bridging the gap between education and career opportunities, fostering collaboration between schools, businesses, and community to empower individuals with skills and resources needed for a better future. 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

2024-25 School Description and Mission Statement

in appropriate settings. Students with moderate / severe disabilities, including preschoolers with intensive support needs, are served at Virginia School in Wheatland, YCOE Kynoch Primary and Elementary (Agnes Weber Meade School), YCOE Ella Primary and Elementary, YCOE Olivehurst Primary and Elementary, Spring Valley Primary and Life Skills, and YCOE Anna Bell Karr Elementary. Students with visual impairments are served in classrooms at their school of residence with support services located in the VI Resource Center at the YCOE Main Office. Psychology services, Behavior services, Nursing services, Occupational Therapy services, Adapted Physical Education and Speech and Language Therapy services are provided to eligible students attending YCOE regional programs. Nursing services are provided for students in the Camptonville Union Elementary School District. Preschool Speech and Language Services are provided to eligible students attending YCOE regional programs.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and			

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
Total Out-of-Field Teachers			

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Ed mark Level 1 and 2 Edmark Supplemental- Functional Word Series Open Court SIPPS Zoo Phonics Handwriting Without Tears Read Naturally SEACO Content Access Guide Unique Curriculum News2You Early Start Denver Model Size Matters Handwriting	No	0.0
Mathematics	Touchmath Saxon Math Survival Math SEACO Content Access Guide Unique Curriculum News2You Early Start Denver Model	No	0.0
Science	Teacher created curricular materials aligned to SEACO standards and IEP goals and objectives. SEACO Content Access Guide Unique Curriculum News2You Ready Set Cook Attainment - Early Science	No	0.0
History-Social Science	Teacher created curricular materials aligned to SEACO standards	No	0.0

	and IEP goals and objectives. SEACO Content Access Guide Unique Curriculum News2You James Stanfield's First Job Survival Skills Curriculum		
Health	Positive Prevention Plus James Stanfield's Circles Curriculum	No	0.0

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report	Spring Valley: 09/04/24 Virginia School:09/06/24

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	**State Priority: Pupil Achievement**	

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

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

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)						

2023-24 CAASPP Test Results in Science by Student Group

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

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

2023-24 Career Technical Education Programs

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

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	93	93	93	93
Grade 7	86	86	86	86	86
Grade 9	80	80	80	80	80

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

2024-25 Opportunities for Parental Involvement

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

2024-25 Opportunities for Parental Involvement

include community based instruction opportunities. Ultimately, students have a higher level of independence and productivity because of the linkages created by parent, school and community involvement.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate									
Graduation Rate									

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions									
Expulsions									

2023-24 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees on February 21, 2024. The plan meets the required legal components per California Ed Code. The plan is reviewed by staff at the school site each year after board approval, and on an on-going basis at site staff meetings. The Yuba County Office of Education Special Education programs are all connected to the CATAPULT Emergency Notification system and tied into their district site CATAPULT notifications and utilize Parent Square/Aeries to contact families.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$44,861.36	$18,864.33	25,997.03	$80,380.49
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	109.5	N/A

Fiscal Year 2023-24 Types of Services Funded

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

Psychologist: Three full time psychologists provide services to YCOE operated regional special education programs, alternative education programs, charter programs (academies and independent study programs).

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

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.

Fiscal Year 2023-24 Types of Services Funded

Adapted Physical Education Specialist: 2.0 FTE Adapted Physical Education teachers serve eligible students in YCOE regional programs.

Speech and Language Pathologists: 4.6 FTE Speech and Language Pathologists, 5.0 Speech Paraeducators serve eligible students in YCOE regional programs. The amount of therapy contact time varies depending on the severity of the needs of the identified students, based on IEP team recommendations for services. Services are through a combination of YCOE employees and contracted staff.

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

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

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

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

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

Behavior Services: 1.51 FTE Board Certified Behavior Analysts Behavior serve eligible students in YCOE regional programs. Students are recommended for behavior services through the IEP process.

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

Administrative/Secretarial: K-22 Regional Special Education programs for moderate/severe students have four full time Principals, and 2 secretaries to provide program support as well as support to the Visually Impaired Program. Part time administrative support is provided for coordination and support to the APE and Speech Departments, in addition to the Family Resource Center.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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

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

Professional Development

Professional development activities take place on 19 minimum days, as well as other optional days prior to the start of school, and conference attendance for special education staff. Training areas are determined by staff and student needs. Implementation support is provided for staff through one-on-one teacher-principal meetings, in-class observations and coaching, peer collaboration and professional learning community meetings. Topics have included the following: Staff Handbook/Program Procedural Updates, Medi-Cal Practitioner Training, iPad Strategies, Procedures and Confidentiality, Behavior Basics, ABA Training, CAA Training, Legal Issues, EL Strategies and Redesignation - ALT ELPAC, EpiPen Training,

Professional Development

Safety Procedures, Mandatory Reporting, Staff Orientation, Blood Borne Pathogens, Public School Works Online Trainings, Assistive Technology, Phonological Assessments, SEIS Training, Unique and News2You Curriculum, Field Trip Procedures, Lifting/Positioning, CPR/First Aid, Interactive White Boards, Aeries, DRDP, Zones of Regulation, and occupational therapy, fine motor and sensory/behavior strategies in the schools, Conscious Discipline, CHAMPS, Communication Severity Scales, Professional Learning Communities Workgroups, SLPA Supervision, Crisis Prevention Intervention (CPI), Patterns of Strengths and Weaknesses, Dyslexia Training, MOVE, adaptive physical education, Conflict Management, Picture Exchange Communication System, Handwriting Without Tears, Early Start Denver Model, Autism, Apraxia, communication skills, inclusion, COVID health and safety and EPE protocols and procedures, BLINK platform, A portion of staff meetings are designated for individuals to share resources and information relevant to their program as a means of ongoing professional growth.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	19	19	19

Harry P B Carden School/Thomas E. Mathews Schools
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest 	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard 	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

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

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

We focus on creating an engaging learning atmosphere, while remedying credit deficiencies and mitigating existing barriers to learning. Through our collaborative efforts regarding student Individual Learning Plans (ILP), school staff work with County

2024-25 School Description and Mission Statement

support staff, parents, and students to provide interventions and supports to students to reach their goals. The ILP development process is facilitated by the Intervention teacher and is reviewed weekly with the student to monitor progress towards meeting goals. Special Education services are provided by classroom teachers under the guidance of a special education teacher who collaborates with teaching staff and the student in accordance with their Individual Education Plan (IEP).

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

VISION
At TEM and Carden Schools we are committed to demonstrating the value of a quality education for our students, parents, and community. TEM creates a safe, nurturing, and restorative educational experience by providing a classroom culture that values education.
MISSION
Our mission is to provide students with individualized learning plans to enhance their academic, behavioral, and social emotional needs. Students discover multiple pathways for college and career readiness as they meet their personal goals.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	1
Grade 9	5
Grade 10	5
Grade 11	11
Grade 12	11
Total Enrollment	33

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment	
Female	6.1	
Male	93.9	
Asian	3	
Black or African American	9.1	
Hispanic or Latino	51.5	
White	36.4	
English Learners	30.3	
Foster Youth	9.1	
Homeless	6.1	
Socioeconomically Disadvantaged	100	
Students with Disabilities	45.5	

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.40	21.11	17.10	35.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	4.13	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.00	6.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	78.89	10.20	21.12	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	16.00	33.06	18854.30	6.86
Total Teaching Positions	1.90	100.00	48.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.30	30.30	16.30	36.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	21.19	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	63.64	8.60	19.29	11953.10	4.28
Unknown/Incomplete/NA	0.00	6.06	10.30	23.00	15831.90	5.67
Total Teaching Positions	0.90	100.00	44.70	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.20	29.00	16.40	34.13	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	16.50	34.38	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	69.00	7.30	15.15	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	7.80	16.31	14303.80	5.15
Total Teaching Positions	1.00	100.00	48.20	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.50	0.60	0.6
Total Out-of-Field Teachers	1.50	0.60	0.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity	Yes	0.0
Mathematics	Edgenuity	Yes	0.0
Science	Edgenuity	Yes	0.0
History-Social Science	Edgenuity	Yes	0.0
Foreign Language	N/A	Yes	0.0
Health	Edgenuity	Yes	0.0
Visual and Performing Arts	Edgenuity	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

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

School Facility Conditions and Planned Improvements

Harry P B Carden has two programs. The juvenile hall program is located in a new facility and is in excellent repair. The Maxine Singer Camp progam is located in the pre-existing building on the Tri-County Juvenile Rehabilitation Center. This building is currently in the process of being evaluated by Yuba County Probation for possible updating as needed. Both facilities are maintained by Probation.

Year and month of the most recent FIT report	July 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	--	--	15	22	46	47
Mathematics (grades 3-8 and 11)	--	--	9	12	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)		--	--	--	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

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

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	30	14	40	P/P
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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

Opportunities for Parental Involvement:

Parents are an integral part of the school community at Harry P. B. Carden and are actively involved in school decisions, student intervention and supports, and our students' and school's overall success. Parents are invited and encouraged to participate in our Community School Advisory Committee. This committee participates in the Community School Implementation Plan development process to identify equity gaps in our systems and make positive change for our students. We encourage active participation by reaching out to parents during the Enrollment Orientation meeting and throughout the school year with phone calls, texts, and during student drop off and pick up. During the advisory meetings, we collaborate with our parents to review student and school data to identify equity gaps. Parents play an active role in providing input and, as members on the advisory, are part of the decision making process. All of these processes are done in collaboration with the Yuba County Probation Intervention Team to insure that school based supports align with the youth's program goals.

2024-25 Opportunities for Parental Involvement

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	55.0	25.0	--	34.0	32.6	62.9	7.8	8.2	8.9
Graduation Rate	40.0	66.7	--	42.0	36.0	37.1	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	106	46	1	2.2
Female	--	--	--	--
Male	97	42	1	2.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	22	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	44	20	0	0.0
English Learners	16	--	--	--
Foster Youth	13	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	106	46	1	2.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	35	21	1	4.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00	1.14	8.49	2.74	5.55	3.79	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.49	0.00
Female	0.00	0.00
Male	9.28	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.09	0.00
English Learners	12.50	0.00
Foster Youth	15.38	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.71	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees in February, 2024. 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.

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	4		
Mathematics	7	2		
Science	9	2		
Social Science	5	4		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	5		
Mathematics	21	2		1
Science	19	2	1	
Social Science	12	5		1

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	43,262.53	28,683.18	14,579.35	80,467.09
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$10,771	
Percent Difference - School Site and State	N/A	N/A	30.0	NA

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered
Where there are student course enrollments of at least one student.	0

Professional Development

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

Professional Development

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

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	49	49	49

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

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

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

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

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

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

VISION
At TEM and Carden Schools we are committed to demonstrating the value of a quality education for our students, parents, and community. TEM creates a safe, nurturing, and restorative educational experience by providing a classroom culture that values education.
MISSION
Our mission is to provide students with individualized learning plans to enhance their academic, behavioral, and social emotional needs. Students discover multiple pathways for college and career readiness as they meet their personal goals.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	4
Grade 9	5
Grade 10	4
Grade 11	6
Grade 12	3
Total Enrollment	22

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	31.8
Male	68.2
American Indian or Alaska Native	4.5
Asian	4.5
Black or African American	22.7
Hispanic or Latino	22.7
White	45.5
English Learners	18.2
Foster Youth	9.1
Homeless	18.2
Socioeconomically Disadvantaged	95.5
Students with Disabilities	31.8

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.40	22.00	17.10	35.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	4.13	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.00	6.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	77.50	10.20	21.12	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	16.00	33.06	18854.30	6.86
Total Teaching Positions	2.00	100.00	48.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.50	19.06	16.30	36.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	21.19	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	77.26	8.60	19.29	11953.10	4.28
Unknown/Incomplete/NA	0.10	3.68	10.30	23.00	15831.90	5.67
Total Teaching Positions	2.90	100.00	44.70	100.00	279044.80	100.00

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

2024 School Accountability Report Card Carden   Page 5 of 22Thomas E. Mathews Community School/Harry P.B.

84

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.10	5.10	16.40	34.13	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	48.98	16.50	34.38	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	45.41	7.30	15.15	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	7.80	16.31	14303.80	5.15
Total Teaching Positions	1.90	100.00	48.20	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.9

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.50	2.30	0.8
Total Out-of-Field Teachers	1.50	2.30	0.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	33.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity	Yes	0.0
Mathematics	Edgenuity	Yes	0.0
Science	Edgenuity	Yes	0.0
History-Social Science	Edgenuity	Yes	0.0
Foreign Language	N/A	Yes	0.0
Health	Edgenuity	Yes	0.0
Visual and Performing Arts	Edgenuity	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report	9/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				87
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	0	0	15	22	46	47
Mathematics (grades 3-8 and 11)	0	0	9	12	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18	8	44.44	55.56	--
Female	--	--	--	--	--
Male	13	5	38.46	61.54	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	7	43.75	56.25	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024 School Accountability Report Card Carden　　　Page 10 of 22Thomas E. Mathews Community School/Harry P.B.

89

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18	9	50.00	50.00	--
Female	--	--	--	--	--
Male	13	6	46.15	53.85	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	8	50.00	50.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	--	--	--	--	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	11	6	54.55	45.45	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	6	54.55	45.45	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

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

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	75	12	23	10/13
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Opportunities for Parental Involvement:

Parents are an integral part of the school community at Thomas E. Mathews and are actively involved in school decisions, student intervention and supports, and our students' and school's overall success. Parents are invited and encouraged to participate in our Community School Advisory Committee. This committee participates in the Community School Implementation Plan development process to identify equity gaps in our systems and make positive change for our students. We encourage active participation by reaching out to parents with phone calls, texts, and during student drop off and pick up. During the advisory meetings, we collaborate with our parents to review student and school data to identify equity gaps. Parents play an active role in providing input and, as members on the advisory, are part of the decision making process.

One of the most important roles parents are involved in at Thomas E. Mathews is our student supports and interventions systems. Thomas E. Mathews Community School is committed to our students' academic, behavioral, social/emotional

2024-25 Opportunities for Parental Involvement

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	46.2	--	--	34.0	32.6	62.9	7.8	8.2	8.9
Graduation Rate	38.5	--	--	42.0	36.0	37.1	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	59	41	36	87.8
Female	20	15	14	93.3
Male	39	26	22	84.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	14	11	78.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	24	16	14	87.5
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	55	39	34	87.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	18	12	10	83.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	9.28	48.72	30.51	2.74	5.55	3.79	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	30.51	0.00
Female	25.00	0.00
Male	33.33	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	31.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	29.17	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	30.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	33.33	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees in February, 2024. 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.

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	10		
Mathematics	7	7		
Science	5	9		
Social Science	5	10		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	7		
Mathematics	8	5		
Science	7	6		
Social Science	5	6		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	21,214.12	6,253.95	14,960.17	68,444.44
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$10,771	
Percent Difference - School Site and State	N/A	N/A	32.6	NA

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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

Professional Development

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

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

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	49	49	49

Background

The Yuba County Board of Education (YCBE) last approved the Yuba Environmental Science Charter Academy (YES Charter) petition for a five-year period from July 1, 2018, through June 30, 2023. The term was extended two additional years, by operation of law, through June 30, 2025. (Education Code section 47607.4.) The terms of a charter petition material revision for grade-level expansion were approved on May 10, 2023. The current charter term is set to expire on June 30, 2026.

Material Violation: Approved Charter & Memorandum of Understanding

YES Charter has engaged in an unauthorized long-term independent study program model and has committed a material violation of the conditions, standards, or procedures outlined in the approved Charter and the signed Memorandum of Understanding (MOU) between YES Charter and the YCBE.

The Yuba County Office of Education (YCOE) oversight staff met with the YES Charter administration on 10/28/2024 to discuss the alleged violation of the Charter. At that time, YCOE oversight staff were informed that the school had actively operated a non-classroom-based (long-term independent study) program for approximately nine years. YCOE staff learned of the material violation through an inadvertent submission of an independent study policy in a recently implemented oversight document repository and credential office concerns regarding a new Homeschool Support position. On further investigation, YCOE oversight staff found a school website tab advertising a homeschool option. The website appears to have been updated in the current year.

As of December 3, 2024, 23 students of approximately 190 (more than 10%) are on long-term independent study.

YCOE has provided a reasonable opportunity for YES Charter to propose a plan to remedy the violation and informed YES Charter of YCOE's intent to formally document the violation, including a *Notice of Concern,* a *Notice to Cure,* and a *Notice of Revocation* preceding the upcoming request for charter renewal.

YCOE staff reviewed previous versions of the approved charter and found no evidence that the YCBE approved a non-classroom-based program. While the current petition indicates that YES Charter will also offer some high school opportunities for taking a course entirely online to accompany other experiences that the student is having at a

brick-and-mortar school, many schools provide this option using online curriculum platforms to address varying student needs. This in no way implies the school will operate or be approved to operate a non-classroom-based program. Further, page 3 of the MOU clearly states that *the Charter School may, on a case-by-case basis, use short-term independent study contracts for students who receive prior approval for absences. Any such independent study will be limited to occasional, incidental instances of extended absences and must be fully compliant with all independent study statutes and regulations applicable to charter schools.*

On 11/1/2024, YCOE received a response from YES Charter's legal counsel, Young, Minney, Corr, stating that the charter has always been silent on the provision of independent study and, therefore, has not violated the approved charter. Additionally, they claim the approved petition includes an intent to serve students through non-classroom-based education based on reference to students served in the local area, including students from an independent and home-school background.

YCOE oversight staff brings this matter before the Yuba County Board of Education based on concerns for student well-being and the potential for audit findings that could trigger significant fiscal penalties against the YES Charter. The provision of Education Code § 47604(d) states that *a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or claims arising from the performance of acts, errors, or omissions by the charter school if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Section 47604.32 and subdivision (m) of Section 47605.*

Yuba County Office of Education Charter Oversight Findings

After conferring with legal counsel, YCOE oversight staff conclude:

- Charters are not approved based on intent. Education Code § 47605(c)(5) clearly articulates the petition must contain a reasonably comprehensive description of required elements. The petition does not include a comprehensive description of the education program, including the intent to operate a non-classroom-based program (E.C. § 47065(c)(5)(A)).
- A material revision to the provisions of a charter petition may be made only with the approval of the chartering authority (E.C. § 47607(a)(3)). Avoiding the scrutiny of the county and flying under the radar doesn't equate with the charter following the law.

- A charter may be revoked by the authority that granted the charter if the authority finds substantial evidence that the charter school
  - Committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
  - Failed to meet or pursue any of the pupil outcomes identified in the charter;
  - Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement; or
  - Violated any provision of the law (E.C. § 47607(f)).

Yuba County Board of Education Considerations

The board has the legal right to issue an order to cease and desist; however, it is prudent to consider the impact on students and families when implementing a significant mid-year change. Legal precedent may also support reducing the impact on students and families by not implementing a mid-year program change. Further, the Board of Education may wish to consider the following:

- Whether YES Charter should be allowed to continue operating a program that directly violates the approved charter and MOU based on past practice.
- Any harm may have been caused to students by operating a non-classroom-based program without authorizer approval and adequate oversight.
- The liability the Yuba County Board of Education and/or the YCOE might incur.
- The impact on the recently approved 9-12 expansion.