

Harry P B Carden School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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

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

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

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

Mission Statement:

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

Vision Statement:

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

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

Grade Level	Number of Students
Grade 9	3
Grade 10	3
Grade 11	17
Grade 12	9
Total Enrollment	32

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	12.5
American Indian or Alaska Native	9.4
Asian	0.0
Filipino	0.0
Hispanic or Latino	50.0
Native Hawaiian or Pacific Islander	0.0
White	21.9
Socioeconomically Disadvantaged	100.0
English Learners	21.9
Students with Disabilities	37.5
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	6	4	4	
Without Full Credential	0	0	2	
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	2	2	
Total Teacher Misassignments *	3	2	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts Grades 6-12 Houghton Mifflin Grades K-6 High Point Supplemental & EL	Yes	0.0
Mathematics	McDougal Littell, Alg. 1 2008 Saxon Alg II Prentice Hall Geometry 2008	Yes	0.0
Science	McGraw Hill Science Grades k-5 Holt Ca. Science Grades 6-8 Glencoe Physical Science Grades 9-12 Glencoe Earth Science Grades 9-12 Glencoe Biology Grades 9-12 Glencoe Chemistry Grades 9- 12 Glencoe Physics Grades 9-12	Yes	0.0
History-Social Science	Medieval and Early Modern Times Grade 7 America: history of Our Nation Grade 8 Globe World History Grade 10 Globe American History Grade 11	Yes	0.0
Health	Glencoe Health	Yes	0.0
Visual and Performing Arts	Discovering Art History	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Students are able to access some equipment if needed	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10-25-18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10-25-18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10-25-18	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	23.0	10.0	30.0	24.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	5.0	12.0	13.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	20	74.07	10.00
Male	24	17	70.83	5.88
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	11	9	81.82	22.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	20	74.07	10.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	20	76.92	5
Male	23	17	73.91	0
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	11	9	81.82	11.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	20	76.92	5
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

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

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

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

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

Career Technical Education Programs (School Year 2017-18)

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

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	20
% of pupils completing a CTE program and earning a high school diploma	40
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	**	**	**

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	61.3	57.9	58.3	55.3	55.6	31.9	10.7	9.7	9.1
Graduation Rate	29.0	21.1	33.3	20.5	22.2	25.9	82.3	83.8	82.7

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

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

Group	Graduating Class of 2017		
	School	District	State
All Students	42.9	36.2	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	0.0	36.0	86.5
Native Hawaiian/Pacific Islander	0.0	50.0	88.6
White	50.0	39.1	92.1
Two or More Races	0.0	23.1	91.2
Socioeconomically Disadvantaged	28.6	37.6	88.6
English Learners	0.0	7.7	56.7
Students with Disabilities	0.0	19.4	67.1
Foster Youth	0.0	50.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.0	2.6	5.6	9.1	10.2	7.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees in February, 2018. The plan meets the required legal components per California Ed Code. The plan is reviewed by staff at the school site each year after board approval, and on an ongoing basis at site staff meetings.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5.0	11			4.0	10			4.0	8		
Mathematics	10.0	5			2.0	1			9.0	4		
Science	10.0	5			14.0	3			12.0	3		
Social Science	9.0	6			8.0	4			12.0	3		

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

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

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

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

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

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

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

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

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

Types of Services Funded (Fiscal Year 2017-18)

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	45077	45964
Mid-Range Teacher Salary	63133	68564
Highest Teacher Salary	81189	91164
Average Principal Salary (Elementary)	NA	NA
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	NA	NA
Superintendent Salary	NA	NA
Percent of Budget for Teacher Salaries	NA	NA
Percent of Budget for Administrative Salaries	NA	NA

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

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

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

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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