

YUBA COUNTY BOARD OF EDUCATION

935 14th Street
Marysville, CA 95901

Agenda

February 9, 2022



Marjorie Renicker, President

John Nicoletti

Carlton Ashlock

Desiree Hastey

Eva Teagarden, Vice President

Trustee Area 1

Trustee Area 2

Trustee Area 3

Trustee Area 4

Trustee Area 5



Francisco Reveles, Ed.D.
Superintendent

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING
Wednesday, February 9, 2022 – 4:30p.m.
Yuba County One Stop, Beckwourth Room
1114 Yuba Street, Marysville, CA 95901

USE OF MASKS: In accordance with the California Department of Public Health (CDPH) mask guidance, Yuba County Office of Education requires the use of medical, surgical, or two fabric layer mask in all indoor spaces for all persons, with limited exceptions outlined in the guidance: [CDPHMaskGuidance](#).

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.

AGENDA

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

3. APPROVAL OF AGENDA **ACTION ITEM**
4. CONSENT AGENDA **ACTION ITEM**
 - 4.1 APPROVAL OF JANUARY 12, 2022, BOARD MINUTES – Pages 1-5
 - 4.2 TEMPORARY COUNTY TEACHER CERTIFICATES – Page 6
 - 4.3 ADOPTION OF THOMAS E. MATHEWS SCHOOL CALENDAR FOR 2022-2023 - Page 7
 - 4.4 ADOPTION OF HARRY P.B. CARDEN SCHOOL CALENDAR FOR 2022-2023- 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
 - 5.1 THIS ITEM PROVIDES AN OPPORTUNITY FOR THE DIRECTORS/SUPERINTENDENT/BOARD MEMBERS TO SHARE VARIOUS ITEMS OF INTEREST **INFORMATION ITEM**

6. EDUCATIONAL SERVICES

- 6.1 MID-YEAR LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) UPDATE **INFORMATION ITEM**
Bobbi Abold

Section 124(e) of Assembly Bill 130 requires LEAs (including COEs and Charter Schools) to present an update to the LEA's governing board or body by February 28, 2022. The intent of this update is to provide the governing board and the LEA's educational partners with a point-in-time report related to funding received through the 2021 Budget Act, which includes ESSER III funds, as well as the implementation of the LCAP to date. YCOE LCAP Supplement and reports will be presented to meet the requirements of AB 130, Section 124(e).

- 6.2 YCCPCS SCHOOL COMPLIANCE DOCUMENTS **INFORMATION ITEM**
Cynthia Soares and Shelly Arvizu - Pages 9-97

- 6.2.1 YCCPCS 2022 Supplement for the Annual Update and YCCPCS 2021 LCAP Mid-year report
6.2.2 YCCPCS 21-22 School Safety Plan
6.2.3 YCCPCS 21-22 SARC
6.2.4 YCCPCS 22-23 School Calendar

7. FISCAL SERVICES

- 7.1 APPROVAL OF AUDIT REPORT FOR 2020-2021 **ACTION ITEM**
Aaron Thornsberry

The Audit Report for 2020-2021 was reviewed during the January 12, 2022, Board meeting.

Recommend acceptance of the Audit Report for 2020-2021.

8. ADVANCED PLANNING

- 8.1 NEXT REGULAR BOARD MEETING **INFORMATION/**
MARCH 9, 2022 – 4:30P.M. **ACTION ITEM**
LOCATION: YUBA COUNTY ONE STOP,
BECKWOURTH ROOM, 1114 YUBA STREET,
MARYSVILLE, CA 95901

9. ADJOURN **ACTION ITEM**

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

Wednesday, January 12, 2022 – 4:30pm

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

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	President Marjorie Renicker called a regular meeting of the Yuba County Board of Education to order at 4:30pm on January 12, 2022, at the Yuba County One Stop, Beckwourth room, 1114 Yuba Street, Marysville, CA.	CALLED TO ORDER: 4:30pm
ATTENDANCE, PLEDGE OF ALLEGIANCE	Present were Marjorie Renicker, John Nicoletti, Carlton Ashlock and Eva Teagarden. Trustee Desiree Hastey was absent. Trustee Nicoletti led the recital of the Pledge of Allegiance.	QUORUM PRESENT
2. PUBLIC COMMENTS	There were no comments from the public.	
3. APPROVAL OF AGENDA	President Renicker directed Board members to the January 12, 2022, Agenda for their review and approval.	MOTION: To approve the January 12, 2022, Agenda as presented MOTION: John Nicoletti SECOND: Eva Teagarden MOTION APPROVED
4. CONSENT AGENDA	President Renicker directed board members to the January 12, 2022, Consent Agenda for their review and approval. 4.1 Approval of December 13, 2021, Board Meeting Minutes 4.2 Temporary County Teacher Certificates 4.3 Adoption of YCOE Special Education Programs School Calendar for 2022-23 4.4 Acceptance of \$2,000.00 Donation from WINN Foundation to Benefit T.E.M.	MOTION: To approve the January 12, 2022, Consent Agenda as presented MOTION: Eva Teagarden SECOND: Carlton Ashlock MOTION APPROVED

<p>5. SUPERINTENDENT’S REPORT</p>	<p>5.1 Approval of Joint Proclamation School Board Recognition Month</p> <p>Dr. Reveles shared and requested approval on a Joint Proclamation for School Board Recognition Month. Yuba County Office of Education is proud to join more than 1,000 local educational agencies in the state in recognizing the contributions of board members during School Board Recognition Month</p> <p>5.2 This Item Provides an Opportunity for the Directors/Superintendent/Board Members to Share Various Items of Interest</p> <p>Trustee John Nicoletti Expressed his appreciation to the WINN foundation for the generous donation. He also shared information on local street renaming and an upcoming Walk both for MLK Day.</p> <p>Dr. Reveles shared the following items:</p> <ul style="list-style-type: none"> • Dec. 29 - Appeal-Democrat Article ‘Knowing What Time It Is’ • De. 29 - Meeting with WHS Supt. Newman • Jan. 5 - Dr. Reveles Held Zoom Meeting for Camptonville Emergency Relief Planning • Jan. 7 – Transported and distributed relief supplies to Camptonville and Dobbins • Jan. 6 – Meeting with Yuba County Supervisor Andy Vasquez • Jan. 6 – Interview with Appeal Democrat Reporter – Prospect Magazine • Jan. 10 – Attended Focus on Marysville Meeting • Phone conference with Bob Bagley, Candidate for Board of Supervisors – District 5 	<p>MOTION: To approve the School Board Recognition Month Proclamation as presented</p> <p>MOTION: John Nicoletti</p> <p>SECOND: Eva Teagarden</p> <p>MOTION APPROVED</p>
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	<ul style="list-style-type: none"> • Feb. 9 – Proposed Date for Yuba County Board of Education Retreat – Teambuilding and Strategic Planning <p>5.3 Community Engagement Liaison Update</p> <p>Amy Nore shared the following items:</p> <ul style="list-style-type: none"> • CTE Connections Breakfast rescheduled to January 28, 2022. • YCOE Newspaper articles (4 in 4 weeks) • COVID-19 Update <p>5.4 Quarterly Report on Williams Uniform Complaints</p> <p>Dr. Reveles reviewed the 2nd Quarter Report on Williams Uniform Complaints. No complaints were filed October 1, 2021 – December 31, 2021.</p>	
<p>6. EDUCATION SERVICES</p>	<p>6.1 School Accountability Report Cards</p> <p>Assistant Superintendent of Instruction Bobbi Abold shared information compiled for the 2020-2021 SARC for Board information and review. School Accountability Report Cards are compiled per state requirements for Special Education and Alternative Education Programs operated by the Yuba County Office of Education. All question were addressed.</p>	
<p>7. FISCAL SERVICES</p>	<p>7.1 Review of Audit Report for 2020-2021</p> <p>The Audit Report for 2020-2021 was distributed for review. Chief Business Officer Aaron Thornsberry reviewed the report and answered questions. Acceptance of the Audit Report for 2020-2021 will be placed on the agenda for the February 9, 2022, Board Meeting.</p>	

<p>8. PUBLIC HEARING</p>	<p>8.1 REDISTRICTING FOLLOWING DICENNIAL FEDERAL CENSUS</p> <p>President Renicker called a public hearing of the Countee Committee on School District Organization to order at 5:04pm.</p> <p>President Renicker noted that staff members from Yuba County, involved with the redistricting process through the GIS Services MOU with YCOE, are present during today’s meeting to answer any questions along with the board on the Proposed maps.</p> <p>There were no questions or comments.</p> <p>The proposed map is scheduled for approval on February 9, 2022, during a meeting scheduled to be held by the Yuba County Board of education sitting as the County Committee on Schools District Organization. The meeting will be held at 4:30pm, or shortly thereafter, at the Yuba County One Stop, 1114 Yuba Street, Beckwourth Room, Marysville, CA 95901.</p> <p>The public hearing was adjourned at 5:07pm.</p>	<p>PUBLIC HEARING CALLED TO ORDER: 5:04pm</p> <p>MOTION: To close the public hearing MOTION: Eva Teagarden SECOND: John Nicoletti PUBLIC HEARING ADJOURNED: 5:07pm</p>
<p>9. ADVANCED PLANNING</p>	<p>9.1 Consideration – Resolution 2022-01 Resolution Recognizing a State of Emergency and Authorizing Teleconferenced Meetings Pursuant to AB 361</p> <p>After deliberation, the Yuba County Board of Education chose not to opt-in to AB 361. There was no action taken.</p> <p>9.2 Next Regular Board Meeting February 9, 2022 – 4:30pm Location: Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA 95901</p>	

10. ADJOURNMENT	There being no further business for discussion, the meeting adjourned at 5:11pm.	MOTION: To adjourn MOTION: John Nicoletti SECOND: Eva Teagarden MEETING ADJOURNED: 5:11pm
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Respectfully submitted,

Recorded by:
Halee Pomeroy

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

Temporary County Certificates Issued
January 4, 2022 to February 4, 2022

<u>NAME</u>	<u>CREDENTIAL APPLIED FOR</u>	<u>PREV CRED</u>	<u>TCC EXPIRE</u>
Dubuque, Samantha	Clear Multiple Subject w/EL Autho	Yes	7/31/2022
Walter, Jennifer	Short Term Staffing Permit - General Ed	No	3/31/2022



2022-2023 SCHOOL CALENDAR

Harry P.B. Carden

229 Student Attendance Days 181 Instructional Staff Workdays

JULY 2022			AUGUST			SEPTEMBER			OCTOBER																				
M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th	F	S						
				1		1	2	3	4	5		5	6	7	8	9	10	1	2	3	4	5	6	3	4	5	6	7	8
4	5	6	7	8		8	(9)	10	11	12		12	13	14	15	16	17	12	13	14	15	16	17	10	11	12	13	14	15
11	12	13	14	15		15	16	17	18	19		19	20	21	22	23	24	17	18	19	20	21	22	17	18	19	20	21	22
18	19	20	21	22		22	23	24	25	26		26	27	28	29	30	31	24	25	26	27	28	29	24	25	26	27	28	29
25	26	27	28	29		29	30	31										31						31					
NOVEMBER			DECEMBER			JANUARY 2023			FEBRUARY																				
M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th	F	S						
				1		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
				4		5	6	7	8	9	10	7	8	9	10	11	12	6	7	8	9	10	11	6	7	8	9	10	11
				11		12	13	14	15	16	17	14	15	16	17	18	19	13	14	15	16	17	18	13	14	15	16	17	18
				18		19	20	21	22	23	24	21	22	23	24	25	26	20	21	22	23	24	25	20	21	22	23	24	25
				25		26	27	28	29	30	31	28	29	30				27	28					27	28				
MARCH			APRIL			MAY			JUNE 2023																				
M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th	F	S						
				1		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
				3		3	4	5	6	7	8	8	9	10	11	12	13	5	6	7	8	9	10	5	6	7	8	9	10
				10		10	11	12	13	14	15	15	16	17	18	19	20	12	13	14	15	16	17	12	13	14	15	16	17
				17		17	18	19	20	21	22	22	23	24	25	26	27	19	20	21	22	23	24	19	20	21	22	23	24
				24		24	25	26	27	28	29	29	30	31				26	27	28	29	30	31	26	27	28	29	30	31
				31														27	28					27	28				

KEY DATES	
Staff Contract Days (Students Not in Attendance)	() Staff Work Day: August 9, 2022 June 2, 2023
First & Last Day of School	<input type="checkbox"/> August 10, June 1
Minimum Days	* Aug. 12,19,26 Sept. 2,9,16,23,30 Oct. 7,14,21,28 Nov. 4,18 Dec. 2,9,16 Jan. 6,13,20,27 Feb. 3,10,24 Mar. 3,10,17,24,31 April 21,28 May 5,12,19,26 June 1
Extended Year Session	July 1-August 5, 2022 February 13-17, 2023 June 5-30, 2023

HOLIDAYS/SCHOOL NOT IN SESSION	
July 4	Independence Day
September 5	Labor Day
November 11	Veterans Day
November 21-25	Thanksgiving Recess
December 19 - January 2	Winter Recess
January 16	Martin Luther King Day
February 13-20	February Recess
April 7-14	Spring Recess
May 29	Memorial Day



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yuba County Career Preparatory Charter School	Cynthia A. Soares Principal	cynthia.soares@yubacharterschool.org 530-749-4006

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The Yuba County Career Preparatory Charter School (YCCPCS) has and continues to engage our educational partners through our social media and ParentSquare to encourage their participation in our regularly scheduled Advisory Committee Meetings. We are also in ongoing communication with our Authorizer, the Yuba County Office of Education and Leadership presents and attends the YCOE Board meetings as well as consult with our SELPA. We engage as a school-wide Professional Learn Community with classified and certificated staff on most weeks.

The funds not included in our YCCPCS 2021-22 Local Control and Accountability Plan (LCAP) are as follows:

- 1) Learning Recovery Plan for Fiscal year 21-22 (Special Education dollars) \$27,959.54 These funds were discussed and allocated as part of our SEP committee. All funds must be encumbered no later than June, 30, 2023 and expended by September 30, 2023. We have not spent these dollars at the time of this reporting.
- 2) Educator Effectiveness Funds \$67,401 These funds were approved at our Advisory Committee Meeting on 11/9/21. No funds have been spent at this reporting, expenditure by June 30, 2026.
- 3) Expanded Learning Opportunity Grant ESSER II - \$29,457. Our authorizer, the Yuba County Office of Education (YCOE), has received and distributed all of the ESSER/ESSER II funds. We have used these funds to support students virtual learning by purchasing Chromebooks, hot spots, and digital curriculum. Some funds were also spent to pay for teachers to provide extending learning opportunities for students to meet with a credentialed teacher after school hours.
- 4) CTE Incentive Grant - \$100,000. No funds have been spent at this reporting. Most of this grant was awarded for the build out of a kitchen for a culinary arts program and is a matching grant. Because of declining enrollment we have not yet slated out this expenditure. Expenditures must be made by

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Our Authorizer, YCOE, will receive an additional concentration add-on and YCCPCS' portion of this is expected to be \$67,293, these funds have not been expended.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

YCCPCS did not directly receive one-time federal funds. Our Authorizer, YCOE, received these dollars and has budgeted dollars for electronic devices for YCCPCS to support our students during distance learning.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

YCCPCS did not ESSER III funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

YCCPCS is using our fiscal resources received for the 2021-22 school year to support our three LCAP Goals:

Goal #1: Operationalize interventions/supports to keep all students and families engaged, learning, and achieving through graduation and on to students' college/career pathway. Some of our key INTERVENTIONS and SUPPORTS are as follows: Orientation and Enrollment meetings, first week of assignments with credit evaluation, Student digital files, Assignment sheet, Student Success Course, Student Planners, Themed Activities (PBIS), I-Drop-In, STAR Assessments, CTE Fieldtrip and Guest Speakers, Grad Plans w/Academic Advisor, Cohort classes, MTSS Visitation Notes tree, Parent Square.

Goal #2: Increase educator efficacy in supporting all students in engagement, learning, and achievement. So of our key professional development has included so far: ELPAC, Bright Think (ELA), Big Ideas Math, OneStop & Workability, Special Education on modification/accommodations, STAR Assessments/Practice Assessments, ERWC Trainings with SCOE, Operationalize Systems and Interventions, Best Practices for IS, Assignment Sheet use, Student Success Class development, Special Education Collaboration, Handbook for IS, MTSS/PBIS Visitation Notes, Student Digital File development, Google Platform, and GROWL (PBIS).

Goal #3: Increase the resources for students and families to support students' social-emotional learning and mental health. Our focused implementation this year has so far been: Student Success courses, Counseling Referrals, G.R.O.W.L. and Themed Months (PBIS), Suicide Prevention, and daily engagement for our K-8 students.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/reliefunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yuba County Career Preparatory Charter School	Soares Principal	cynthia.soares@yubacharterschool.org 530-749-4006

Goal 1

(Broad) Goal #1: Operationalize interventions/supports to keep all students and families engaged, learning, and achieving through graduation and on to students' college/career pathway.

Rationale

Our WASC Self-Study and the WASC Visiting Committee, site SEP root cause identification process, and stakeholders have identified significant needs in the area of student and family engagement. Professional Learning Communities (PLCs) have been formed to create a collaborative effort among all staff to address these significant needs. This past year, these PLCs focused their efforts on Curriculum, Instruction, Assessment, Student Support, and Systems. Ongoing PLC work has been endorsed by YCOE and the WASC Visiting Committee, and efforts need to continue for full implementation. Consistent systems providing interventions/supports will both provide the support needed to students/families and will also aid staff in their efforts by focusing on implementing plans collaboratively and cohesively.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Average Daily Attendance	93.1%		95%
	One year Graduation rate	75.9%	35%	80%
	Parent/guardian survey participation	100%	100%	100%
	Number of Parents on School Committees	Five	2	25
	Survey results of volunteering opportunities from parents/guardians	26%	30%	30%
	Average number of HS credits completed each semester	Fall 2020: 15.47	Fall 2021: 22.19	25
	Percentage of students meeting with and completing graduation plans with Academic Advisor	30%	28%	70%
	Number of students who are referred for an Student Success Team (SST)	6	3	
	Number of CTE Completers	8	3	30
	Number of career job shadowing opportunities	20-21 No data	0	

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Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Number of career related and academically supported field trips	20-21 No data	7	
	Number of Students successfully completing Concurrent Enrollment, Dual Enrollment, or articulated courses	22	Data not reported yet	30
	Number of students successfully completing Student Success class each year.	No data	37 Fall 21-22	48 per semester
	Number of students accessing iDrop-In each semester	No data	16 Math/13 ELA/5 Social Studies	40 per course per semester
	Number of project-based units available	No data	None	
	Percentage of student enrolled in a broad course of study that includes all subject areas	100%	100%	100%
	Percentage of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%	100%
	Number of academic curriculums evaluated using the IMET (Instructional Materials Evaluation Tool)	1 - ELA Curriculum has been evaluated	1 - ELA	6 courses of study
	Chronic absenteeism rate	31.05%	20%	28%
	Number of identified instances where facilities do not meet the "good repair" standard	0	0	0
17	Number of CTE, Health, Phys Ed, VAPA courses aligned with CCSS	2 - Health, Art History	2-Health, Art History	7

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Parent Engagement/Support G1/A1: Employ/continue to employ a variety of methods to increase home-school connections: Student/Family Planners, Parent Square, PBIS		Yes	LCFF 4199	LCFF 500 Other State 3500	\$8,199.00	\$4,004
1.2	Multi-Tiered Systems of Support/RTI G1/A2: Articulate and implement protocols and procedures for supports and interventions that include Tier 1 universal supports, Tier 2 targeted supports and Tier 3 intensive, individualized supports for academic, social-emotional and behavioral student needs. PLC time to implement RTI at Work		Yes	LCFF 1236 Other State 11125		\$12,361.00	\$10,963
1.3	College and Career paths G1/A3: Articulate and implement college/career pathways protocols, develop systems of support: School Success Class with Academic Advisor. Use of a career interest inventory.		Yes	LCFF 6122 Federal 66000		\$72,122.00	\$43,668
1.4	Prevention Specialist G1/A4 Prevention Specialist to implement Student Engagement Strategies: Multi-tiered		Yes	LCFF 1236 Other State 11125		\$12,361.00	\$10,963

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	systems of support, PBIS, SST's, community referrals						
1.5	"Boot Camps" (Tutoring) G1/A5: Paraeducator facilitated groups for student tutoring in both study habits and academic coursework		Yes	LCFF 3064 Other State 27580		\$30,644.00	\$22,074
1.6	i-dropin G1/A6: Credentialed teachers to provide virtual and in-person tutoring in content specific academics		Yes	LCFF 31320		\$31,320.00	\$10,258
1.7	Fieldtrips/Job Shadowing G1/A7: Local community connections including visits to OneStop and educational trade schools or career opportunities		No	LCFF 4708	LCFF 10000	\$14,708.00	\$1,457

Goal 2

(Broad) Goal #2: Increase educator efficacy in supporting all students in engagement, learning, and achievement.

Rationale

Our WASC Self-Study and the WASC Visiting Committee, site SEP root cause identification process, and stakeholder input, support the school in increasing educator efficacy in the areas of instruction, implementation of standards-based curriculum, and meaningful assessment to drive instruction. Including differentiated instruction, and accommodations and modification when appropriate with clear and consistent protocols for supporting students in their learning.

Examination of our PLC process has yielded the result that more structure and support is needed for full implementation of a PLC model. Site administration has determined that the evidence-based system RTI at Work, which integrates PLC work with RTI, will be implemented to create a collaborate system of support on site. PLC groups will be reformed based on the RTI at Work model, and the RTI at Work methods and tools will be used will be implemented for PLC work. Materials and training for implementation will be needed.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Percentage of teacher misassignments	0%	0%	0%
	Percentage of teachers surveyed to determine their professional learning needs.	No data	0%	100%
	Percentage of teachers trained on ERWC	2%	44%	80%
	Percentage of teachers using project-based learning (PBL) as measured by observations and planning documents.	No Data	0	20% of curriculum
	Number of instructional staff professional development opportunities on standards-based curriculum.	No data	4	5 per year
	Number of instructional staff professional development opportunities for Universal Design for Learning (UDL) and differentiated instruction.	No data	0	5 per year
	Number of instructional staff professional development opportunities on serving students with disabilities including building in accommodations and modifications.	two	3	5 per year
	Average number of credits HS student complete per semester	Fall 2020: 15.47	22.19	25
20	Percentage of students who met or exceeded standard on CAASSP Assessments	19/20: ELA % met or exceeded standard 20.43% Math % met or exceeded standard 1.08%	20/21: ELA % met or exceeded standard Math % met or exceeded standard	ELA 30% and Math 20%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Percentage of students showing one year of growth on ELA and Math STAR tests	ELA 34.80% growth Math 41.70% growth	ELA 66.7% Math 67.9%	ELA 50%/ Math 60%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Curriculum Evaluation G2/A1: PLC time for Instructional Staff on the use of the IMET and methodical evaluation of all site curriculum		No	LCFF 143320		\$143,320.00	\$40,062
2.2	Curriculum Update/Upgrade G2/A2: PLC time to update curriculum to include UDL strategies, inquiry, SEL, project based learning, and competency-based education frameworks		No	LCFF 143320		\$143,320.00	\$80,125
2.3	Instructional Staff Training G2/A3: Provide training to instructional staff for using ERWC, UDL, inquiry, SEL, and PBL methods/frameworks; MTSS/RTI at Work & Behavior Solutions texts and training for staff.		No	LCFF 6598	LCFF 5000	\$11,598.00	0
2.4	Ren/STAR G2/A4: Purchasing of REN STAR, professional		No				

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	development, and reporting of data						

Goal 3

(Focus) Goal #3: Increase the resources for students and families to support students' social-emotional learning and mental health.

Rationale

Analysis of student attendance, drop-out rates, and the rate in which students are making progress towards graduation indicates that students do not feel connected to the school community. Through our WASC self-study, WASC Visiting Committee process, anecdotal data, and our SEP root cause analysis, it is agreed that student social-emotional and mental health and connectedness to school are important and should be a priority for our school site.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	High school student attendance rate	93.1%	89%	95%
	One year graduation rate	75.9%	35%	80%
	Percentage of students meeting with and completing graduation plans with Academic Advisor	30%	28%	70%
	Percentage of students participating in leadership opportunities on campus	No Data	5%	20%
	Percentage of students using prevention assistant services	No Data	No Data	
	Number of students participating in a structured time teaching them skills need to be a successful Independent Study Student (School Success)	No Data	37 Fall 2021	
N	Percentage of school staff trained on SEL/Trauma-Informed	50%	70%	100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Number of students accessing "Boot-Camps"	No Data	0	
	Number of students enrolled in Cohort IS	No Data	54 spring 2022	

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	On-Site social/emotional support G3/A1: Hire a full-time Prevention Specialist to provide social, emotional, and mental-health coaching and referrals to students and support MTSS/RTI, and PBIS school-wide.		Yes	Other State 24772		\$24,772.00	\$21,926
3.2	Connection to Counseling G3/A2: Partnerships with community resources to provide interventions for students/families related to substance use and mental health needs.		No				
3.3	Staff Training G3/A3: PLC time for all staff trainings on SEL, PBIS, MTSS/RTI, and trauma-informed methods/frameworks		Yes	LCFF 143320		\$143,320.00	\$80,124
3.5	iDrop-In G3/A4: Credentialed teachers are available to support students virtually		Yes	LCFF 15660		\$15,660.00	\$10,258

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	and in-person for tutoring in specific content areas.						

Goal 4

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Rationale

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Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

Goal 5

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Rationale

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Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report



Yuba County Career Preparatory Charter School



Comprehensive Safe School Plan
(Education Code Section 32280-32288)
2021-2022

Contact Person: Cynthia A. Soares, Principal

Telephone Number: (530) 749-4006

Email Address: cynthia.soares@yubacharterschool.org

Yuba County Board of Education

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Superintendent

Dr. Francisco Reveles

Assistant Superintendent Special Education

Leslie Cena

Coordinator of Emergency Planning/Crisis Response

Assistant Superintendent Instruction

Bobbi Abold

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Mission and Vision

Mission

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.

Vision

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.

School Learning Outcomes (SLO's)

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.

YCCPCS PBIS School Wide Expectations

G.R.O.W.L.

Grow

Respect

Own

Work

Love

STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY

EMERGENCY RESPONSE PLAN

PURPOSE:

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

LEVELS OF EMERGENCIES:

Level One Emergencies

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

Level Two Emergencies

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

Level Three Emergencies

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

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

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

HAZARD ASSESSMENT:

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

STAFF TRAINING:

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

EMERGENCY DRILLS:

In accordance with state law:

- Drills will be initiated by announcement or uniform bell.
- Fire drills will be conducted twice annually.
- "Drop, Cover, and Hold" drills will be held twice per year.

EVACUATION ROUTES:

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

PARENT COMMUNICATION:

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

STUDENT RELEASE/ EMERGENCY FILE:

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

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

COMMUNICATION:

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

KEY EMERGENCY CONTACT:

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

SAFE SCHOOL LEADERSHIP TEAM (SSLT)

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

Operation Area, Regional and State

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

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

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

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

GENERAL EMERGENCY PROCEDURES:

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

SCHOOL CRIME STATUS AND REPORTING:

YCCPCS complies with all Federal regulations in the accumulation and reporting of data and statistics pertaining to expulsions, suspension and truancy information to satisfy NCLB requirements. All calls to law enforcement are documented and reported as required. Discipline and truancy data can be found on School Site Report Cards as well as demographics of each school. YCCPCS is not at risk of being classified as a persistently dangerous school.

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

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

The use of restorative practices helps to:

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

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

Positive Behavior Interventions and Supports (PBIS):

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

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

COMMUNITY RELATIONSHIPS:

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

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

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

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

Safe School Climate Strategies

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

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

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

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

Safe School Leadership Team

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

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

POSITION & NAME	PHONE
Site Administrator/Principal: Cynthia A. Soares	530-749-4006 or 530-812-5165
Teacher: Tammy Graham	530-749-4036
Attendance Technician: Laura Drew	530-749-4001
Operations Manager: Shelly Arvizu	530-749-4002
Special Education Coordinator: Robert Koller	530-749-4010

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

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

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

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

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

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

STAFF MEMBER	TITLE
Cynthia A. Soares	Site Administrator/School Counselor
Amrit Kahn	School Psychologist
Robert Koller	Teacher

FIRST AID RESPONDERS

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

CPR	First Aid	Name	Title	Room / Phone #
X	X	Anel Campos-Raya	Classified Staff	530-749-4012
X	X	Robin Derby	Certificated Staff	530-749-4016
X	X	Laura Drew	Classified Staff	530-749-4001
X	X	Johnnie Dollins	Certificated Staff	530-749-4051
X	X	Tammy Graham	Certificated Staff	530-749-4036
X	X	Robert Koller	Certificated Staff	530-749-4010
X	X	Dena Shorey	Classified Staff	530-749-4003
X	X	Jeff Watkins	Certificated Staff	530-749-4008
X	X	Maylee Vang	Classified Staff	530-749-4000

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

Flipcharts are located in each classroom and in each IS teacher's cubicle. First aid supplies are located in each CTE class, the library and additional supplies are located in the supply room.

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

CPR Precautions

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

Student medication is stored in the Principal's secretary office. Sharps Containers are located in the Vet Tech room and the upstairs restroom.

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

STUDENT RELEASE TEAM

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

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

STAFF MEMBER	TITLE	EMERGENCY TASK
Anel Campos-Raya	Family Support Specialist	Provide Student Information
Gricelda Elizondo	Academic Advisor	Release Team
Adele Bruce	Clerk/Receptionist	Release Team

YCCPCS
Student Release Form

STUDENT NAME	TEACHER	DATE	TIME	PARENT / GUARDIAN SIGNATURE

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

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

Site Administrator/Program Manager/Safe School Leadership Team

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

EVACUATION PLANS

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

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

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

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

Evacuation Plan Checklist:

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

TEAMS:

- Crisis Response Team
- Student Release Team

OTHER:

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

FIRE DRILL & LOCKDOWN DRILL SCHEDULES

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

EVACUATION SCHEDULE

MONTH	DATE	TIME
August		
September		
October	10/21/2021	10:21 AM
November		
December		
January		
February		
March		
April	TBD	
May		

LOCKDOWN DRILL SCHEDULE

SEMESTER	DATE	TIME
FALL		
SPRING	TBD	

DUCK, COVER and HOLD DRILL

SEMESTER	DATE	TIME
FALL	10/21/2021	10:23 AM
SPRING		

Checklist for LOCKDOWN DRILL

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

YCCPCS LOCKDOWN DRILL OBSERVATION FORM

Observer Name: _____ School: _____ Date: _____

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

FOR STAFF USE ONLY

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

HARD LOCKDOWN (CODE RED) PROCEDURE

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

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

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

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

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

In each school location, during emergency situations, YCCPCS staff and teachers will use the CatapultEMS system to communicate with the School Safety Team.

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

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

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

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

Indicate the classroom has been **evacuated**.

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
1. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

SOFT LOCKDOWN (CODE YELLOW) PROCEDURE

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

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

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

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

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

In each school location, during emergency situations, YCCPCS staff and teachers will use the CatapultEMS system to communicate with the School Safety Team.

Indicate “Shelter in Place” and that there is at least one person in the classroom with **traumatic injury**.

Indicate “Shelter in Place” and that there is at least one person in the classroom with **minor injury**.

Indicate “Shelter in Place” and that there is at least one person in the classroom who is **deceased**.

Indicate “Shelter in Place” and that there are no circumstances that need to be immediately addressed.

Indicate the classroom has been **evacuated**.

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing “ALL CLEAR.” Teachers will not release students until “ALL CLEAR” is heard.
2. Resolve CODE YELLOW in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
2. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

SHELTER IN PLACE PROCEDURES:

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

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

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

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

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

In each school location, during emergency situations, YCCPCS staff and teachers will use the CatapultEMS system to communicate with the School Safety Team.

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

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

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

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

Indicate the classroom has been **evacuated**.

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED/YELLOW in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
3. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

BIOLOGICAL/CHEMICAL THREAT EMERGENCY

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

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

Follow these directions:

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

Site Administrator, Program Manager or Designee will:

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

Teachers will:

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

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

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
4. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

DROP, COVER & HOLD AND PROCEDURES

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

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

If you are in a classroom:

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

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

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

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

If you are outside:

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

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing “ALL CLEAR.” Teachers will not release students until “ALL CLEAR” is heard.
2. Resolve CODE in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
5. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

BOMB THREAT (CODE)

If a threat is received by telephone:

1. Pay close attention to:

Exact wording
Speech characteristics
Background noises

2. Ask these questions:

Where is the bomb?
What kind of bomb?
When will it go off?
How big is it?
Why are you doing this?

3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.
4. Listen intently to gather as much information as possible.
5. Immediately notify the main office.
6. Follow instructions given by the principal or designee.

If a written threat is received:

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

Site Administrator, Program Manager or Designee will:

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

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
6. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

AIRCRAFT ACCIDENT (CODE RED)

If you were witness to an airplane accident:

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

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

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

Teachers will:

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

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
7. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

FLOOD (CODE RED)

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

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

Teachers will:

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

After Emergency:

1. If buildings have flooded, they must be inspected before occupancy.
2. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. Student release is necessary, follow the release plan
8. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

FIRE/EXPLOSION (CODE RED)

If a fire or explosion occurs:

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

The Site Administrator, Program Manager or Designee will:

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

Teachers will:

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

In each school location, during emergency situations, YCCPCS staff and teachers will use the CatapultEMS system to communicate with the School Safety Team.

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

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

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

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

Indicate the classroom has been **evacuated**.

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
9. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

AIR POLLUTION

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

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

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

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

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

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

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

YCCPCS/ SUPPORT STAFF RESPONSIBILITIES:

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

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

RESPONSIBILITY	STAFF MEMBER(s)	RESPONSIBILITY	STAFF MEMBER(s)
CATAPULTEMS / EMAIL	Dena Shorey		
FRONT OFFICE	Adele Bruce		
ATTENDANCE OFFICE	Laura Drew		
CAFETERIA	Maylee Vang		
Auto	James Warnock		
Welding and outside wing	Melanie Sparks		

OFFICE STAFF CONTROLLING CATAPULTEMS/ EMAIL WILL BE SECURED IN A DESIGNATED AREA

COUNTY OFFICE SAFETY TEAM RESPONSIBILITIES:

Francisco Reveles, Bobbi Abold, Leslie Cena, Mary Hang

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

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

Practices during COVID-19 Pandemic

When YCCPCS is open we will serve all of our K-12 IS Students. Families will be notified by their IS teacher that they have the option to participate in in-person instruction and they must adhere to the guideline put forth in this plan. If virtual meetings are requested, families may continue with virtual meetings but if a student is not making adequate growth, as deemed by their teacher, they will be asked to resume in-person instruction.

Provided staying opening is successful, as evidenced by low COVID cases within the YCCPCS school community, teachers may offer in-person IS instruction to all students (subject to change). IS teachers have the flexibility to schedule accordingly to keep all members of the YCCPCS school community safe. There must be time in between students/families for the teacher to clean the workspace. Sessions will likely be shorter or teachers may alternate their meetings with a student, virtually one week and in-person the next. Students not making adequate growth, as deemed by their teacher, will be asked to resume in person instruction.

Cleaning and Disinfection: How shared surfaces will be regularly cleaned and disinfected and how use of shared items will be minimized.

- Upon coming onto campus, all visitors and staff are asked to clean their hands with hand sanitizer. Custodian has changed his work schedule: He arrives approximately half way through the workday (for staff/teachers) and disinfects high touch surface areas. He works past the workday of staff/teachers and as part of his daily routine; he is disinfecting high touch services a second time before he leaves the building along with his other sanitation processes.
- Every teacher has hand sanitizer at their desk, after anyone sits at their workstation they have disinfectant and a washable rag to wipe down the area.
- Custodian keeps disinfectant bottles around the building, full with several washrags at each station and washes rags nightly.
- Between any cohort group, teachers, students or custodian will be cleaning the room.

Cohorting: How students will be kept in small, stable, groups with fixed membership who stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the cohort.

- We are a K-12 Non-Classroom Independent Study (IS) based program. K-8 students and one parent come into meet with their IS teacher, one time a week, for approximately one hour of instruction in a separate classroom. At any given time there could be up to six people in the classroom: two teachers with one student and one parent each.
- Our Traditional IS 9-12 students, and sometimes a parent, come into meet with their individual IS teacher, one time a week, for approximately one hour of instruction. Our Cohort IS 9-12 students come in one time a week for three hours. In the Cohort room there are up to three adults and twelve students. They are in a room where they can be socially distant six feet and all people are wearing masks.
- Most 9-12 IS students also participate in a CTE course between one and four hours a week.
- There are no gatherings of students, no recess.

Entrance, Egress, and Movement within the School: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

- We have one front door where students/parents and staff may come into and leave the building.
- When any visitor comes on site, they check in at the front and go directly to their teacher.
- If someone else is at the teacher's workstation, they wait at the reception in chairs 10 feet away from anyone else.
- If students/parents need to go to the library there are chairs outside the library isolated from anyone else until they are invited in. Students may use the library as long as social distancing is maintained.

Face Coverings and Other Essential Protective Gear: How CDPH's face covering requirements will be satisfied and enforced.

- Sign on the front door of the only entrance on site that face coverings are required for all who enter the building.
- A supply of masks and gloves is at reception. These are available for K-12 grade students as well as any parent or visitor coming on site.
- If anyone enters the building without a mask already on their face, our receptionist shows them where we have masks they can use while onsite. If they choose not to put one on, the receptionist has been directed to get a manager. If a manager speaks with the individual, and the person still insists on not wearing a mask, they are directed to wait outside. If a student refuses to wear a mask while onsite they are offered virtual meetings and curbside pick-up of instructional materials when appropriate.

Health Screenings for Students and Staff: How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

- Every person who comes onsite must come through the front doors and sign in.
- Students, parents, and visitors entering the building are required to sign in, time in and out, who they are seeing, and provide a contact phone number. When signing in, the top of the sign in form say "I affirm I have been without fever for 24 hours without the use of fever-reducing medications and I have not had symptoms of respiratory illness or exhibiting any of the following symptoms: uncontrolled coughing that causes difficulty breathing (for staff with chronic allergic/asthmatic cough, a change in their cough from normal), shortness of breath, new loss of taste or smell, sore throat, new onset of severe headache, especially with fever, diarrhea, vomiting, or abdominal pain, congestion or runny nose." (This sign is also on the front door and next to the sign in sheet).
- Employees receive an email from Public School Works (PSW) to complete a COVID-19 Required Daily Health Screening that is managed by Public School Works for the Yuba County Office of Education. Employees sign off on: "I affirm I have been without fever for 24 hours without the use of fever-reducing medications and I have not had symptoms of respiratory illness or exhibiting any of the following symptoms: uncontrolled coughing that causes difficulty breathing (for staff with chronic allergic/asthmatic cough, a change in their cough from normal), shortness of breath, new loss of taste or smell, sore throat, new onset of severe headache, especially with fever, diarrhea, vomiting, or abdominal pain, congestion or runny nose." This Health Screening advises employees if they should come to the building or stay home.
- If an individual was dropped off to our campus, who is not able to transport themselves, started to exhibit any of the above symptoms, they would be held in a small office space to be used for "separating from others" until a parent or guardian can pick up. All of our K-8 students have a parent present during their IS instruction. If a parent or student were to start exhibiting symptoms while on site or could not affirm being fever free or not be willing to wear face

coverings, they would be asked to leave. We would offer a virtual meeting and curbside pick up of instructional materials at such time.

Healthy Hygiene Practices: The availability of handwashing stations with hand sanitizer, and how their use will be promoted and incorporated into routines.

- Hand sanitizer stations are located at reception; each teacher has a bottle on their desk, and are in every classroom, office, and room in the building.
- There are signs around the building reminding people to wash their hands, socially distance, and wear facial coverings.

Identification and Tracing of Contacts: Actions staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

- All staff and visitors must sign in and visitors sign out when they come on the site.
- When we have a confirmed case of someone who has been on site, the information is provided to the Principal and the Principal notifies the YCOE designated staff person in charge of tracing.
- The YCOE designated staff person decides next steps, often including contacting the confirmed case or someone who has been exposed to a confirmed case.

Physical Distancing: How space and routines will be arranged to allow for physical distancing of students and staff.

- Teacher stations have approximately six feet between teacher and the student/parent
- All persons on campus are wearing facial coverings
- Teacher stations and high visitation (reception/library) are now equipped with Plexiglas barriers
- Reception has three sets of three chairs that are all well over ten feet away from each other
- Work stations are separated by partitions or individual offices
- All computer stations are set six feet apart
- All room capacity numbers are outside rooms, if capacity is full, no one else may come into the room
- Some meetings are still held virtually, some meetings will be alternated between onsite and in person.

Staff Training and Family Education: How staff will be trained and families will be educated on the application and enforcement of the plan.

- At the beginning of the year all staff participated in mandatory COVID-19 practices and protocols
- Plans have been presented at Advisory meetings and staff meetings
- When families are on site they are informed of the practices and can read said plans.

Testing of Students and Staff: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results.

If a student or staff member has symptoms and has been exposed to someone with COVID-19 they will be requested to go to our local opportunities for COVID-19 testing sites. (List of sites sits at the reception desk.) As of 1/8/2022 YCCPCS was provided with some testing kits that are for student and staff use until we run out.

- We follow the CHDP protocols for return. At a minimum an individual must be 24 hours free of symptoms without the use of fever reducing medications.

Ampla Health

Lindhurst Medical, Dental & Xpress Care

Medical clinic · Olivehurst, CA · (530) 743-4611

⚠️ COVID-19 testing center

! Appointment required ·

✓ Referral not required ·

✓ Testing for all patients

Ampla Health Richland Medical

Medical clinic · Yuba City, CA · (530) 674-9200

⚠️ COVID-19 testing center

! Appointment required ·

✓ Referral not required ·

! Tests limited to certain patients

Instructions: Everyone will be Screened but, only those who meet the criteria from the Center of Disease Control will be tested.

▼ More

CVS

Drug store · Marysville, CA · (530) 742-5103

⚠️ COVID-19 testing center

! Appointment required ·

✓ Referral not required ·

! Tests limited to certain patients ·

✓ Drive-through

Instructions: CVS Health is conducting drive-up coronavirus testing (COVID-19). Limited appointments are available to patients who...

▼ More

Triggers for Switching to Distance Learning: The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction. If we are back to in-person instruction and we have 5% of our school students and staff exposed or infected within any 14-day period, we would close our site.

Communication Plans: How administration will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

- If at any time we were to close the building due to COVID cases or exposure families would be notified through our parent messaging system "ParentSquare". The message would be brief and clear, "Due to recent potential exposure to our families and staff, YCCPCS will be closed for X number of days as our site is being professionally cleaned. Please be in contact with your teachers through email and virtual meetings".

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

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

PHONE TREE/ParentSquare

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

Phone Tree numbers are available upon approval by YCOE

EMERGENCY PHONE NUMBERS

Key Phone Numbers

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

THREAT ASSESSMENT & STUDENT WELLNESS PLAN

Education Code 48900.7~ Terroristic Threats

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

California Welfare and Institutions Code 5150

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

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

SITE THREAT ASSESSMENT TEAM

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

SITE THREAT ASSESSMENT TEAM:

- o Cynthia A. Soares, Site Administrator
- o Robert Koller Program Manager
- o Amrit Kahn, School Psychologist
- o _____, Nurse

THREAT ASSESSMENT PROCEDURE

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

THREAT ASSESSMENT GUIDELINES

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

Threat Assessment Levels

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

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

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

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

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

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

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

THREAT ASSESSMENT PROTOCOL

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

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

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

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

STEP ONE: REFERRAL

- o Referral to Administrator and STAT if needed.

STEP TWO: THREAT ASSESSMENT

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

STEP THREE: 4-PRONGED ASSESSMENT

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

STEP FOUR: OTHER INTERVIEWS

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

STEP FIVE: EVALUATION AND RESPONSE

LEVEL 1: LOW

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

LEVEL 2: MEDIUM

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

LEVEL 3: HIGH

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

TERMS AND FACTORS

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

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

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

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

FACTIONS IN THREAT ASSESSMENT

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

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

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

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

THREAT ASSESSMENT WORKSHEET

Name:

School:

Date:

Step 1: REFERRAL

- Referred to administrator / STAT?

Step 2: TYPE OF THREAT

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

Step 3: FOUR PRONGED ASSESSMENT

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

Student / Parent Interview

Access to weapons? _____ Yes _____ No

If yes, please explain:

Actual preparations? _____ Yes _____ No

If yes, please explain:

Does the student seriously intend to carry out the threat?

Target of Threat Interview

Is it likely to be acted on?

Step 4: EVALUATION

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

LAW ENFORCEMENT CALL LOG

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

REMOVAL OF STUDENT FROM SCHOOL

During School Hours

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

_____ (Department / Title)

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

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

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

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

Date: _____ **Time:** _____

Signature of Principal/ Designee: _____

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

SUSPENSION

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

Teacher's Notice of Pupil Suspension

SCHOOL NAME: _____ DATE: _____

To: Principal and Parent

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

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

because: _____

****Other means of correction have failed:

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

The period of suspension is for:

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

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

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

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

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

Signature of Teacher Date

Parent Request for Attendance by Administrator at Suspension Conference

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

EXPULSION

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

LEVEL FOUR DISCIPLINE - Mandatory Expulsion

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

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

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

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

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

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

LEVEL THREE DISCIPLINE - Quasi-Mandatory Expulsion

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

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

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

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

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

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

LEVEL TWO DISCIPLINE – Mandatory Suspension

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEVEL ONE DISCIPLINE – Permissive Suspension

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

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

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

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

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

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

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

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

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

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

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

CHILD ABUSE REPORTING PROCEDURES

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

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

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

Child abuse or neglect includes the following:

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

Child abuse or neglect does not include:

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

Initial Telephone Report

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

Written Report

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

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

DISCRIMINATION AND HARASSMENT POLICIES

Discrimination Policy

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

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

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

Student Sexual Harassment Policy

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

DEFINITION

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

INSTRUCTION/INFORMATION

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

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

COMPLAINT PROCESS

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

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

available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

DISCIPLINARY MEASURES

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

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

RECORD KEEPING

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

PROHIBITED SEXUAL HARASSMENT CONDUCT

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

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

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

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

Yuba County Career Preparatory Charter

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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
County-District-School (CDS) Code	58105875830112

2021-22 District Contact Information

District Name	Yuba County Career Preparatory Charter School
Phone Number	(530) 749-4900
Superintendent	Francisco Reveles
Email Address	francisco.reveles@yubacoe.k12.ca.us
District Website Address	www.yubacoe.org

2021-22 School Overview

Mission Statement: 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.

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.

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.

Yuba County Career Preparatory Charter School is a Personalized Learning Program. Personalized learning is a unique, blended classroom and independent learning-based public educational model tailored to the needs and interests of each individual student. Personalized learning is a progressive approach to public education honoring and recognizing the unique gifts, skills, passions, goals, and attributes of each child. The intent is to engage each student in the learning process, making it productive, relevant, and meaningful. The goal is to optimize the student's learning potential and success.

We offer the following choices of educational delivery, overseen by highly qualified California credentialed instructors:

- Individualized learning programs
- Home education support
- Cooperative classes including an Student Success program to support students in becoming successful
- independent study students
- Blended instructional strategies and programs
- Small group instruction in inclusive, supportive learning environments
- Structured credit recovery opportunities
- iDrop-In and YCCPCS Assist (Tutoring/Support) both virtually and in person

2021-22 School Overview

- Community Service
- CTE and Service Learning
- Community College opportunities, including Concurrent enrollment and articulated coursework in our CTE program.
- College and career adviser
- In person and virtual field trips

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	2
Grade 1	4
Grade 2	1
Grade 3	3
Grade 4	3
Grade 5	4
Grade 6	4
Grade 7	7
Grade 8	10
Grade 9	49
Grade 10	56
Grade 11	52
Grade 12	59
Total Enrollment	254

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	3.1
Black or African American	1.2
Hispanic or Latino	39.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	10.2
White	44.5
English Learners	8.7
Homeless	3.5
Socioeconomically Disadvantaged	82.3
Students with Disabilities	19.3

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	
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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
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)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The most current textbooks were selected from the most corresponding recent list of standards-based materials adopted by the State Board of Education; all textbooks are approved by the local governing board.

Year and month in which the data were collected

October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts (2007), Houghton Mifflin (2010), Edge ELD A, B, C (2015), BrightThinker (2021)	Yes	0.0
Mathematics	Big Ideas Math Integrated I Mathematics (2018), My Math (2017), Personal Finance: Next Generation Personal Finance (2020)	Yes	0.0.
Science	McGraw (2015), Holt (2014), McMillian (2010), Prentice Hall (2012), Glencoe (2009), Globe Fearon (2013).	Yes	0.0
History-Social Science	Scott Foresman (2011), Pearson Prentice Hall (2013), Glencoe (2015), McPherson (2015), Globe Fearon (2013).	Yes	0.0
Foreign Language	N/A site meets requirement with CTE		
Health	G-W Publisher (2021)	Yes	0.0
Visual and Performing Arts	Glencoe (2014), Davis (2014).	Yes	0.0
Science Laboratory Equipment (grades 9-12)	microscopes, medical equipment, vet equipment		

School Facility Conditions and Planned Improvements

YCCPCS is located on a site that was once a car dealership. The main building has been completely renovated providing additional classroom space and meeting areas. The recently 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 individual spaces to promote the learning environment, displaying current student work, learning tools, and positive messages. The IS center has large historic prints of Marysville, from its gold rush days that spur conversation. 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. The CTE facilities have been remodeled to include fully functional Vet Tech lab, Welding facilities, and a science classroom including a wet-lab. Every summer, a walk-through is completed of the buildings to see if any major repairs need to be scheduled. Minor and emergency repairs are completed as needed by additional personnel from the Yuba County Office of Education (YCOE), and occasionally by outside local DIR certified contractors. An on-line 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. Our facilities provide students with a sense of pride. The facility includes a library where textbooks are checked out and reading material, technology devices, and school ID's 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. New asphalt and complete outdoor remodel have the site in top condition. Finally, we have solar panels on our CTE wing and are currently functional and in daily use.

Year and month of the most recent FIT report

10/06/2021

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			Main Building got a new roof spring 2020.
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	83	78	93.98	6.02	25.64
Female	44	43	97.73	2.27	30.23
Male	39	35	89.74	10.26	20
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	33	100	0	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	33	91.67	8.33	24.24
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	62	95.38	4.62	22.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	13	76.47	23.53	0

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	83	77	92.77	7.23	1.30
Female	44	44	100.00	0.00	2.27
Male	39	33	84.62	15.38	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	32	96.97	3.03	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	33	91.67	8.33	3.03
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	61	93.85	6.15	1.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	11	64.71	35.29	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	2.33	N/A	--	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	43	91.49	8.51	2.33
Female	27	24	88.89		
Male	20	19	95.00		
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	19	95.00	5.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	29	90.63	9.37	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

Overseen 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 System Diagnostics, Service, and Repair Pathway. The Manufacturing and Product Development Sector offers Intro, Concentrator, and Capstone courses in the Welding and Materials Joining Pathway. Additionally, the Agriculture and Natural Resources Sector offers Intro, Concentrator, and Capstone classes in the Animal Science Pathway, as well as Concentrator classes in the Plant and Soil Science 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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	232
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

All parents/guardians and family members are encouraged to take an active part in their child's education during our orientation program and upon enrollment in YCCPCS. The governing body of the school is an Advisory Committee comprised of an administrator, parents/guardians, community business members, students, and teachers. The committee makes recommendations to the Yuba County Superintendent of Schools. When necessary, the Yuba County Office of Education-elected School Board confirm or deny advisory council choices. Parents/Guardians commit to helping their children be successful students and future community members. Parents/Guardians are encouraged to be involved with their child's education and to help tailor the program to meet individual needs. Parents/Guardians are to be present at their child's Independent Study (IS) appointments with their Supervising Teacher so they are able to monitor and support their IS student at home. Parents/Guardians are presented with volunteer opportunities (Advisory Committee, WASC Committee, Auto Show, CTE classes and fieldtrips). They are asked and encouraged to contact their child's teacher and support staff on a weekly basis to learn about what is happening at school, understand their child's academic progress, and ways in which to support their child at home. Teachers frequently call, email, text and meet with parents to discuss student progress and provide suggestions on how to assist their child academically as well as social emotionally. IS students receive weekly feedback and receive quarterly progress reports, in addition to access to student grades, progress, and upcoming assignments through both their Google Classroom and through ParentSquare. YCCPCS is also actively engaged with our families through social media.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	48.0	35.2	42.9	53.8	35.2	37.8	9.0	8.9	9.4
Graduation Rate	27.6	30.8	24.2	21.7	32.0	25.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	91	22	24.2
Female	46	13	28.3

Male	45	9	20.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	28	8	28.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	12	2	16.7
White	46	10	21.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	12	1	8.3
Socioeconomically Disadvantaged	88	22	25.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	15	2	13.3

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	324	300	103	34.3
Female	178	167	54	32.3
Male	146	133	49	36.8
American Indian or Alaska Native	9	8	1	12.5
Asian	0	0	0	0.0
Black or African American	3	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	126	119	43	36.1
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	31	29	14	48.3
White	148	135	42	31.1
English Learners	24	23	8	34.8
Foster Youth	0	0	0	0.0
Homeless	10	8	2	25.0
Socioeconomically Disadvantaged	284	260	87	33.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	57	11	19.3

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.91	0.31	8.01	0.25	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.93	3.58	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.31	0.00
Female	0.00	0.00
Male	0.68	0.00
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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.68	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The YCCPCS Safe School Plan will be adopted by our Advisory Committee in Feb 22 and provided to the Yuba County Office of Education Board of Trustees in February 2022. 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. YCCPCS drills for all emergency situations including: Lockdown, fire, earthquake, and active shooter. Emergency Evacuation Drill logs are kept with the principal's secretary. Catapult systems are online for emergency situations and communication.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	1	1		
1				
2				
3				
4				
5				
6	3	1		
Other	6	2		

2020-21 Elementary 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 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		
1	2	2		
2	1	1		
3	2	2		
4	2	3		
5	2	3		
6	4	2		
Other	6	5		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	8	53		
Mathematics	7	40		
Science	5	33		
Social Science	5	58		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	57	1	
Mathematics	5	50		
Science	5	30		
Social Science	4	60	1	

2020-21 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	4	95		
Mathematics	2	99		
Science	2	63		
Social Science	2	151		

2020-21 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	

2020-21 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.

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	13374.24	707.74	12666.50	61,030
District	N/A	N/A	NA	
Percent Difference - School Site and District	N/A	N/A		
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	40.0	

2020-21 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 and supplies, and equipment related to additional CTE course offerings and overall school site improvement. Specific costs include equipment, supplies, and training related to the CTE pathways: Aquaponics, Welding, Automotive, and Veterinary Technician. Additional monies were spent on computers and software, office equipment, rents, leases, utilities, and other overhead costs. Special Education services (above SELPA provided funds), tutoring, EL support, and interventions were also provided for YCCPCS students. YCCPCS students are IS students, we provided them with content specific credentialed teachers in Math, ELA, and Social Studies courses for tutoring two times a day, three times a week.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		

2020-21 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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

Our LCAP, school mission/vision, and the fact that our school community was engaged in a "Self-Study" WASC accreditation last year, these plans have determined our needs for professional development. Our primary focus this academic year has been in the following area's: Administration and review of STAR Renaissance Math and English assessments and academic planning to drive best practice instruction and intervention, Social Emotional Learning (SEL) and Trauma Informed Practices, Student Engagement Practices, and PBIS best instructional practices training and update. We implemented a new student information system during the 19-20 school year which demanded as significant amount of professional development for all staff in their engagement with the system. Our collaboration time has been focused on determining student and program needs through the self-study process provided by WASC. We have focused on data related systems, reflective practices, and improving instruction and student/family engagement. The school continues to work on developing as a PBIS site, during COVID the particulars were put on hold. We continue to build up our Multi Tiered Systems of Support (MTSS) as school as community resources change. As a site we have spent a significant amount of time revamping our orientation and enrollment practices, new student supports, interventions based off of drop out and non-graduate data. These professional development days include PLC time, time for coaching, teacher-principal meetings, and all participants doing deep data reviews to get to root causes related to drop out and graduation rates.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12.5	35	35

Yuba County Career Preparatory Charter School

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Yuba County Career Preparatory Charter School
Phone Number	(530) 749-4900
Superintendent	Francisco Reveles
Email Address	francisco.reveles@yubacoe.k12.ca.us
District Website Address	www.yubacoe.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	104	67	64.42	35.58	10.45
Female	23	15	65.22	34.78	6.67
Male	81	52	64.20	35.80	11.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	43	29	67.44	32.56	10.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	39	25	64.10	35.90	16.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	43	66.15	33.85	9.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	51	63.75	36.25	13.73

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	104	62	59.62	40.38	6.45
Female	23	14	60.87	39.13	0.00
Male	81	48	59.26	40.74	8.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	43	27	62.79	37.21	3.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	39	22	56.41		9.09
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	40	61.54	38.46	5.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	46	57.50	42.50	8.70

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.



2022-2023 SCHOOL CALENDAR

Yuba County Career Preparatory Charter School
 175 Student Attendance Days 181 Instructional Staff Work Days

JULY 2022							AUGUST							SEPTEMBER							OCTOBER																														
M	T	W	Th	F	M	T	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	M	T	W	Th	F	M	T																					
4	5	6	7	8	1	2	(8)	(9)	(3)	(4)	(5)	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30														
25	26	27	28	29	29	30	29	30	31	31	26	26	27	28	29	30	26	27	28	29	30	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31														
NOVEMBER							DECEMBER							JANUARY 2023							FEBRUARY																														
M	T	W	Th	F	M	T	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	M	T	W	Th	F	M	T																					
1	8	9	10	11	5	6	12	13	14	15	16	2	3	4	5	6	9	10	11	12	13	6	7	13	14	15	16	17	20	21	27	28	29	30	31	27	28														
21	22	23	24	25	19	20	21	22	23	24	25	23	24	25	26	27	23	24	25	26	27	20	21	20	21	22	23	24	22	23	27	28	29	30	31	27	28														
28	29	30			26	27	28	29	30	31	30	30	31	31	31	31	30	31	31	31	31	30	31	27	28	29	30	31	27	28	27	28	29	30	31	27	28														
MARCH							APRIL							MAY							JUNE 2023																														
M	T	W	Th	F	M	T	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	M	T	W	Th	F	M	T																					
6	7	8	9	10	3	4	10	11	12	13	14	1	2	3	4	5	8	9	10	11	12	5	6	5	6	7	8	9	5	6	12	13	14	15	16	12	13	19	20	21	22	23	19	20	26	27	28	29	30	26	27
20	21	22	23	24	17	18	17	18	19	20	21	22	23	24	25	26	22	23	24	25	26	19	20	12	13	14	15	16	12	13	19	20	21	22	23	19	20	26	27	28	29	30	26	27							
27	28	29	30	31	24	25	24	25	26	27	28	29	30	31	31	31	29	30	31	31	31	26	27	26	27	28	29	30	26	27	26	27	28	29	30	26	27														

HOLIDAYS/SCHOOL NOT IN SESSION	
July 4	Independence Day
September 5	Labor Day
October 10 - 14	Fall Recess
November 11	Veterans Day
November 21 - 25	Thanksgiving Recess
December 19 - January 2	Winter Recess
January 16	Martin Luther King Day
February 13 - 20	February Recess
April 7 - 14	Spring Recess
May 29	Memorial Day

KEY DATES	
Staff Contract Days (Students Not in Attendance)	() Staff Work Day: August 3,4,5,8,9 and June 2
First & Last Day of School	<input type="checkbox"/> August 10, June 1

Approved- February 1, 2022