YUBA COUNTY BOARD OF EDUCATION

935 14th Street
Marysville, CA 95901

Agenda

February 10, 2021

Marjorie Renicker, Vice President	Trustee Area 1
John Nicoletti	Trustee Area 2
Angela Lewis	Trustee Area 3
Desiree Hastey, President	Trustee Area 4
Eva Teagarden	Trustee Area 5

YCOE
Better Together

Francisco Reveles, Ed.D.
Superintendent

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING
WEDNESDAY, FEBRUARY 10, 2021 – 4:30 P.M.

NOTICES:

The Yuba County Office of Education encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meeting, contact the Superintendent's Office at 530-749-4853 well in advance of the meeting so that we may make every reasonable effort to accommodate you (Cal. Gov. Code, § 54954.2, subd. (a)(1)).

The agenda packet and supporting materials can be viewed at the Yuba County Office of Education located at 935 14th Street, Marysville, CA, or https://www.yubacoe.org/ . For more information, please call 530-749-4853.

NOTE: This meeting is being agendized to allow staff and the public to participate in the meeting via teleconference, pursuant to the Governor's Executive Order N-29-20 dated March 17, 2020. Executive Order N-29-20 authorizes local legislative bodies to hold public meetings via teleconference and to make public meetings accessible telephonically to all members of the public and staff in effort to observe social distancing recommendations. Members of the public are encouraged to participate in the teleconference.

JOIN ZOOM MEETING:

Meeting ID: 966 0039 1272
Password: 591677

https://zoom.us/j/96600391272?pwd=Z0w1K0tKTWtaUXlOY2lMSUZnL1NuUT09

or

One tap mobile:
+16699009128,,96600391272# US

or

Dial by your location:
+1 669 900 9128 US

PUBLIC PARTICIPATION:

NOTE: Please mute your phone or microphone when you are not speaking. If you would like to participate in the Public Comments portion of the meeting, or comment on a specific agenda item, you may do so by calling or texting your FIRST AND LAST NAME to 530-645-2560. The Clerk will notify the Chair that you would like to comment. Please wait for the Chair to recognize you before speaking. Remember to unmute your phone or microphone to speak.

AGENDA

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

2. APPROVAL OF AGENDA **ACTION ITEM**

3. CONSENT AGENDA **ACTION ITEM**

   3.1 APPROVAL OF JANUARY 13, 2021 BOARD MEETING MINUTES - Pages 1-4
   3.2 ADOPTION OF THOMAS E. MATHEWS SCHOOL CALENDAR FOR 2021-2022 - Page 5
   3.3 ADOPTION OF HARRY P.B. CARDEN SCHOOL CALENDAR FOR 2021-2022 - Page 6
   3.4 YUBA COUNTY CAREER PREPARATORY CHARTER SCHOOL 2021-2022 SCHOOL CALENDAR - Pages 7-8
   3.5 ACCEPTANCE OF $3,500.00 DONATION FROM WINN FOUNDATION TO BENEFIT THOMAS E. MATHEWS COMMUNITY SCHOOL - Page 9
   3.6 ACCEPTANCE OF PINK STRIDER BIKE (VALUED AT APPROX. $40.00) DONATION FROM FAMILY SOUP TO BENEFIT STUDENTS AT VIRGINIA SCHOOL - Pages 10-11

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

4. PUBLIC COMMENTS ON NON-AGENDA ITEMS

   This item is being placed on the agenda to allow any member of the public to speak on non-agenda items or to share information with the Board. Please follow the Public Participation instructions listed above under Notices if you would like to participate in the Public Comments portion of the meeting. Individual speakers will be allowed five minutes to address the Board ~ fifteen minutes' total time for public input on each item.

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

5. SUPERINTENDENT'S REPORT

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

   5.2 COMMUNITY ENGAGEMENT LIAISON UPDATE **INFORMATION ITEM**
   Amy Nore

6. EDUCATIONAL SERVICES

   6.1 YUBA COUNTY OFFICE OF EDUCATION 2020-2021 COMPREHENSIVE SAFE SCHOOL PLAN - Pages 12-55 **ACTION ITEM**
   Bobbi Abold

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

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

6.2 YUBA COUNTY CAREER PREPARATORY CHARTER SCHOOL (YCCPCS) UPDATES - Pages 56-178 **INFORMATION ITEM**
Cynthia Soares

6.2.1 SCHOOL ACCOUNTABILITY REPORT CARD (SARC) APPROVED BY YCCPCS ADVISORY COMMITTEE ON 2/2/2021
6.2.2 2020-2021 COMPREHENSIVE SAFE SCHOOL PLAN APPROVED BY YCCPCS ADVISORY COMMITTEE ON 2/2/2021
6.2.3 "SCHOOL PLAN FOR STUDENT ACHIEVEMENT" - APPROVED BY YCCPCS ADVISORY COMMITTEE ON 2/2/2021

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

8. ADVANCED PLANNING

8.1 NEXT REGULAR BOARD MEETING **INFORMATION/**
MARCH 10, 2021 – 4:30P.M. **ACTION ITEM**
LOCATION: Zoom Conference

9. ADJOURN **ACTION ITEM**

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board Meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at 530-749-4853. Notification at least 48 hours prior to the meeting will enable the Superintendent's Office to make reasonable arrangements to ensure accessibility to the Board meeting.

All Open Session Agenda related documents are available to the public for viewing at the Yuba County Office of Education located at 935 14th Street, Marysville, CA 95901.

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING MINUTES

Wednesday, January 13, 2021 – 4:30p.m.
Zoom Conference

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	President Desiree Hastey called a meeting of the Yuba County Board of Education to order on January 13, 2021 at 4:30pm virtually via Zoom conference.	**CALLED TO ORDER**: 4:30pm
ATTENDANCE, PLEDGE OF ALLEGIANCE	Present via Zoom conference; Desiree Hastey, Marjorie Renicker, John Nicoletti, Angela Lewis, and Eva Teagarden. Trustee Nicoletti led the recital of the Pledge of Allegiance.	**QUORUM PRESENT**
2. APPROVAL OF AGENDA	President Desiree Hastey directed Board members to the January 13, 2021 Agenda for their review and approval.	**MOTION:** To approve the January 13, 2021 agenda as presented **MOTION:** John Nicoletti **SECOND:** Marjorie Renicker **ROLE CALL VOTE:** Marjorie Renicker – Aye John Nicoletti - Aye Angela Lewis - Aye Eva Teagarden – Aye Desiree Hastey – Aye **MOTION APPROVED**
3. CONSENT AGENDA	President Desiree Hastey directed board members to the January 13, 2021 Consent Agenda for their review and approval. **3.1 Approval of December 14, 2020 Board Meeting Minutes** **3.2 Temporary County Teacher Certificates** **3.3 Adoption of Yuba County Office of Education Special Education Programs School Calendar for 2021-2022**	**MOTION:** To approve the January 13, 2021 Consent Agenda as presented **MOTION:** John Nicoletti **SECOND:** Marjorie Renicker **ROLE CALL VOTE:** Marjorie Renicker – Aye John Nicoletti - Aye Angela Lewis - Aye Eva Teagarden – Aye Desiree Hastey – Aye **MOTION APPROVED**

4. PUBLIC COMMENTS ON NON-AGENDA ITEMS	There were no comments from the public.	
5. SUPERINTENDENT'S REPORT	**5.1 Closed Session** **Conference with Legal Counsel Anticipated Litigation** Pursuant to Government Code Section 54956.9(d)(2): Significant exposure to litigation. (One potential case.) **5.2 This Item Provides an Opportunity for the Directors/Superintendent/Board Members to Share Various Items of Interest** Dr. Reveles shared the following items: • YCOE Student Passed Away – A Moment of Silence Observed • Update – State Revised Budget – Prop 98 • COVID-19 Initiative – Local & State Update • YCOE Employee COVID-19 Update – Vaccine Protocols • January 13, 2021 – Dr. Reveles Meets with Senator Feinstein Staffer • January 21, 2021 – Dr. Reveles Scheduled to Meet with Congressman John Garamendi • YCOE Grant Update • YCOE Hosts Virtual Wellness Tea with Coworkers – Flyer Shared **5.3 Community Engagement Liaison Update** Amy Nore shared the following items: • Appreciation Video Shared – Virginia School Students and Staff Honor Local Rotary Club of South Yuba County	**CLOSED SESSION CALLED TO ORDER:** 4:37pm **ACTION TAKEN:** The County Board has given approval to legal counsel to initiate or intervene in an anticipated lawsuit. **REGULAR SESSION CALLED TO ORDER:** President Desiree Hastey resumed the regular meeting at 5:04pm

	5.4 Quarterly Report on Williams Uniform Complaints Dr. Reveles presented the quarterly report on Williams Uniform Complaints for the 2nd quarter, October 1, 2020 to December 31, 2020. No complaints were filed with any school in the district during the 2nd quarter.	
6. EDUCATIONAL SERVICES	**6.1 Lease Agreement – Yuba County Office of Education & Wheatland Elementary School District** Leslie Cena, Assistant Superintendent of Special Education, led a discussion on the proposed lease agreement between Yuba County Office of Education (YCOE) & Wheatland Elementary School District (WESD). Leadership has determined that it is in the best interest of YCOE and WESD to lease and sublet/sublease the Virginia School facilities and site under terms of a long-term lease to facilitate the local operation of educational programs. Ms. Cena requested board approval. **6.2 School Accountability Report Cards (SARC)** Bobbi Abold, Assistant Superintendent of Instruction and Leslie Cena, Assistant Superintendent of Special Education, shared SARC information for Special Education and Alternative Education programs operated by the Yuba County Office of Education.	**MOTION:** To approve the proposed lease agreement between Yuba County Office of Education & Wheatland Elementary School District as presented **MOTION:** John Nicoletti **SECOND:** Eva Teagarden **ROLL CALL VOTE:** Marjorie Renicker – Aye John Nicoletti - Aye Angela Lewis – Aye Eva Teagarden - Aye Desiree Hastey – Aye **MOTION APPROVED**
7. OTHER ITEMS	There were no other items to come to the attention of the Board.	
8. ADVANCED PLANNING	**8.1 Next Regular Board Meeting** **Wednesday, February 10, 2021** **4:30pm - Via Zoom Conference**	

9. ADJOURNMENT	There being no further business for discussion, the meeting adjourned at 5:51pm.	**MOTION:** To adjourn **MOTION:** Angela Lewis **SECOND:** Marjorie Renicker **ROLE CALL VOTE:** Marjorie Renicker – Aye John Nicoletti - Aye Angela Lewis - Aye Eva Teagarden – Aye Desiree Hastey – Aye **MEETING ADJOURNED:** 5:51pm

Respectfully submitted,

Recorded by:
Halee Pomeroy

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

2021-2022 SCHOOL CALENDAR

Thomas E. Mathews

180 Student Attendance Days *181 Instructional Staff Work Days*

JULY 2021				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

AUGUST 15				
M	T	W	Th	F
2	3	4	5	6
9	(10)	**11**	12	13
16	17	*18*	19	20
23	24	*25*	26	27
30	31			

SEPTEMBER 21				
M	T	W	Th	F
		1	2	3
6	7	*8*	9	10
13	14	*15*	16	17
20	21	*22*	23	24
27	28	*29*	30	

OCTOBER 21				
M	T	W	Th	F
				1
4	5	*6*	7	8
11	12	*13*	14	15
18	19	*20*	21	22
25	26	*27*	28	29

NOVEMBER 15				
M	T	W	Th	F
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29	30			

DECEMBER 13				
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		1	2	3
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13	14	*15*	16	17
20	21	22	23	24
27	28	29	30	31

JANUARY 2022 19				
M	T	W	Th	F
3	4	*5*	6	7
10	11	*12*	13	14
17	18	*19*	20	21
24	25	*26*	27	28
31				

FEBRUARY 14				
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28				

MARCH 23				
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APRIL 15				
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MAY 21				
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JUNE 2022 3				
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27	28	29	30	

HOLIDAYS/SCHOOL NOT IN SESSION	
July 5	Independence Day
September 6	Labor Day
November 11-12	Veterans Day
November 22- 26	Thanksgiving Recess
December 20 – January 3	Winter Recess
January 17	Martin Luther King Day
February 14-21	February Recess
April 11-18	Spring Recess
May 30	Memorial Day

KEY DATES	
Staff Contract Days (Students Not in Attendance)	( ) Staff Work Day: August 10, 2021
First & Last Day of School	☐ August 11, June 3
Minimum Days	* * Aug. 18,25 Sept.1,8,15,22,29 Oct. 6,13,20,27 Nov. 3,10,17 Dec.1,8,15 Jan. 5,12,19,26 Feb. 2,9,23 March 2,9,16,23,30 April 6,20,27 May 4,11,18,25 June 3,8,15,22,29

2021-2022 SCHOOL CALENDAR

Harry P.B. Carden

228 Student Attendance Days 181 Instructional Staff Work Days

JULY 2021				21
M	T	W	Th	F
			1	*2*
5	*6*	*7*	*8*	*9*
12	*13*	*14*	*15*	*16*
19	*20*	*21*	*22*	*23*
26	*27*	*28*	*29*	*30*

AUGUST				20
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30	31			

SEPTEMBER				21
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OCTOBER				21
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NOVEMBER				15
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DECEMBER				13
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JANUARY 2022				19
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31				

FEBRUARY				18
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28				

MARCH				23
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28	29	*30*	31	

APRIL				15
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25	26	*27*	28	29

MAY				21
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16	17	*18*	19	20
23	24	*25*	26	27
30	31			

JUNE 2022				21
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27	*28*	*29*	*30*	

HOLIDAYS/SCHOOL NOT IN SESSION	
July 5	Independence Day
September 6	Labor Day
November 11-12	Veterans Day
November 22- 26	Thanksgiving Recess
December 20 – January 3	Winter Recess
January 17	Martin Luther King Day
February 14	Lincoln's Birthday
February 21	Washington's Birthday
April 11-18	Spring Recess
May 30	Memorial Day

KEY DATES	
Staff Contract Days (Students Not in Attendance)	( ) Staff Work Day: August 10, 2021 June 6, 2022
First & Last Day of School	☐ August 11, June 3
Minimum Days	* * Aug. 18,25 Sept.1,8,15,22,29 Oct. 6,13,20,27 Nov. 3,10,17 Dec.1,8,15 Jan. 5,12,19,26 Feb. 2,9,16,23 March 2,9,16,23,30 April 6,20,27 May 4,11,18,25 June 3,8,15,22,29
Extended Year Session	*July 1-August 6, 2021* *February 15-18, 2022* *June 7-30, 2022*

YCOE Better Together

2021-2022 SCHOOL CALENDAR

Yuba County Career Preparatory Charter School

175 Student Attendance Days 181 Instructional Staff Work Days

AUGUST — 15

M	T	W	Th	F
			1	2
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SEPTEMBER — 21

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OCTOBER — 21

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NOVEMBER — 15

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DECEMBER — 13

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JANUARY 2022 — 19

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FEBRUARY — 14

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MARCH — 23

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APRIL — 15

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MAY — 21

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23	24	25	26	(27)
30	(31)			

M	T	W	Th	F
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13	14	15	16	17
20	21	22	23	24
27	28	29	30	

HOLIDAYS/SCHOOL NOT IN SESSION	
July 5	Independence Day
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November 22- 26	Thanksgiving Recess
December 20 – January 3	Winter Recess
January 17	Martin Luther King Day
February 14-21	February Recess
April 11-18	Spring Recess
May 30	Memorial Day

KEY DATES

Staff Contract Days (Students Not in Attendance)	( ) Staff Work Day: August 9,10,11
First & Last Day of School	August 12, May 26

Draft 1/21/2021

YCOE
Better Together

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

January 20, 2021

Yuba County Board of Education
935 14th Street
Marysville, CA 95901

Dear President Desiree Hastey and Members of the Board,

Please accept this very generous donation of $3,500.00 from Winn Foundation.

This donation is for Thomas E. Matthews Community School.

Thank you for your consideration of accepting this donation.

Sincerely,

Bobbi Abold

Bobbi Abold,
Yuba County Office of Education

YCOE SDC PROGRAMS
Courtney Coburn - Principal
Joshua Brock – Principal
Jody Kerr -Principal

YCOE
Better Together

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

January 19, 2021

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

RE: DONATION of pink Strider bike from Family SOUP

Dear Members of the Board:

On behalf of the students and staff of Virginia School, I request you accept the donation of one, gently used, pink Strider bike, valued at approximately $40 from Family SOUP. I have included a copy of my letter to Family SOUP.

Thank you for accepting this donation.

Very truly yours,

Courtney Coburn
Special Education Principal

YCOE SDC PROGRAMS
Courtney Coburn - Principal
Joshua Brock – Principal
Jody Kerr -Principal

YCOE
Better Together

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

January 19, 2021

Family SOUP
Attn: Amber Soto
1650 Sierra Ave., Ste 106
Yuba City, CA 95993

Dear Ms. Soto,

On behalf of the staff and students of Virginia School, I want to say thank you for your generous donation of one gently used, pink Strider bike, valued at approximately $40.00. We appreciate your support of the Virginia School Program.

Thank you again for helping the students of Yuba County Regional Moderate/Severe Special Education Programs

Very truly yours,

Courtney Coburn,
Special Education Principal
Tax I.D. Number: 94-6002375

Mailing Address:
Virginia School / 801 Olive Street / Wheatland, CA / 95692
Tel: 530-749-4940 / Fax: 530-633-3117

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

Contact Person: Bobbi Abold, Assistant Superintendent

Telephone Number: (530) 749-4872 Email Address: bobbi.abold@yubacoe.k12.ca.us

Yuba County Board of Education

Marjorie Renicker, Vice President	Trustee Area 1
John Nicoletti	Trustee Area 2
Angela Lewis	Trustee Area 3
Desiree Hastey, President	Trustee Area 4
Eva Teagarden	Trustee Area 5

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, Motto, Vision and Values and Beliefs

Mission

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

Motto

RISE to Excellence
(Resources, Information, Service, Education)

Vision

The Yuba County Office of Education's priority is service to students, districts and the community by providing exemplary educational programs, fiscal support and retention of qualified and valued employees.

Values and Beliefs

We value:

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

Strategies and Programs That Maintain a High Level of School Safety Emergency Response

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

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

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

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

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

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

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

CATAPULT EMS:
CATAPULT EMS is an emergency response system that alerts all staff and emergency personal of emergencies. The system uses real-time student accounting, staff location check-ins, threat report management, and more, from a portable, dependable, cloud-based system. New teachers will be trained yearly on CATAPULT and all other emergency procedures.

EMERGENCY DRILLS:
In accordance with state law:
- Drills will be initiated by announcement or uniform bell.
- Fire drills will be conducted on a monthly basis.
- "Drop, Cover, and Hold" drills will be held twice per year.
- Earthquake plans will be initiated on a rotating basis at least twice during each school year.
- Lockdown drills will be held twice a 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, school offices, and on catapult EMS.*

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

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

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

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

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

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

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

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

Tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal & Superintendent or Designee) and assist them in making informed decisions. Information will be updated every 30 minutes in CATAPULT EMS for staff. Using this organizational system during a critical incident creates clear communication and channels that will reduce the amount of confusion and chaos.

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

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

SCHOOL CRIME STATUS AND REPORTING:

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

Prevention and Intervention Strategies That Promote Violence-Free and Drug-Free Schools

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

The use of restorative practices helps to:

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

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

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

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

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

School Resource Officer: Yuba County Office of Education provides a 30% Student Resource Officer (SRO) for Thomas E. Mathews County Community School. The SRO is a fulltime position that is shared with Marysville Joint Unified School District.

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

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

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

Safe School Climate Strategies

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

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

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

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

Safe School Leadership Team

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

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

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

Threat Assessment Management Team (TAMT)
(Student Wellness Team)

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

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

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

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

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

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

First Aid Responders

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

CPR	First Aid	Name	Title	Room / Phone #

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

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

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

CPR Precautions

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

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

Student Release Team

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

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

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

Yuba County Office of Education
Student Release Form

STUDENT NAME	TEACHER	DATE	TIME	PARENT / GUARDIAN SIGNITURE

School Site Personnel Duties and Responsibilities

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

Site Administrator/Program Manager/Safe School Leadership Team

1. Acts as the liaison between the facility or school site and YUBA COUNTY OFFICE OF EDUCATION office and maintains communication with appropriate YUBA COUNTY OFFICE OF EDUCATION staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.

2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.

3. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. Do not attempt to turn utilities back on yourself.

4. Ensures that teachers and staff are trained to carry out responsibilities during disaster and drill procedures; encourages staff to work in teams through a buddy system.

5. Establishes a communications system consisting of the following elements:
    a. System of specific disaster warning signals that are well known to staff and students, and includes, both bell and voice signals.
    b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
    c. Designate and enforce exclusive use of a telephone line and number to be used only by the Site Administrator/Program Manager (or authorized person) and the Superintendent.
    d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control and information in an orderly fashion.

6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.

7. Assigns the following duties to school staff:
    a. Patrol entrances to direct emergency personnel, parents, Yuba County Office of Education staff and media to appropriate areas, and prohibit unauthorized persons from entering campus or facility.
    b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
    c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and recover critical supplies and equipment.
    d. Establish/coordinate Communication Center
    e. Administer first aid
    f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
    g. Supervise Student Release Procedures
    h. Check building utility systems and appliances for damage.

8. Schedules regular emergency drills and reviews the emergency plan with staff, students and parents to schedule regular site inspections for safety hazards.

9. Plans alternate classroom evacuation routes, if standard routes are obstructed.

10. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.

11. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

Evacuation Plans

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

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

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

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

Evacuation Plan Checklist:

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

TEAMS:

☐ Crisis Response Team
☐ Student Release Team

OTHER:

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

Fire Drill and Lockdown Drill Schedules

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

FIRE DRILL SCHEDULE

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

LOCKDOWN DRILL SCHEDULE

SEMESTER	DATE	TIME
FALL		
SPRING		

DUCK, COVER and HOLD DRILL

SEMESTER	DATE	TIME
FALL		
SPRING		

Checklist for LOCKDOWN DRILL

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

YCOE Lockdown Drill Observation Form

Observer Name: _____ School: _____ Date: _____

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

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 cold be compromised.

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

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

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

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

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

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

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

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

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

White- Indicates the classroom has been evacuated.

After Emergency:

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

Soft Lockdown (CODE 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 smart phone or tablet.
2. CALL 911
3. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
4. If emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
5. Prohibit outdoor activities
6. Be prepared to evacuate to a safe location.
7. Stay in control of all site activities until emergency personnel arrive.

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

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

After Emergency:

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

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

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

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

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

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

White- Indicates the classroom has been evacuated.

Shelter In Place Procedures

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

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

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

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

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

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

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

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

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

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

White- Indicates the classroom has been evacuated.

After Emergency:

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

Biological/Chemical Threat Emergency

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

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

Follow these directions:

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

Site Administrator, Program Manager or Designee will:

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

Teachers will:

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

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

After Emergency:

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

Drop, Cover, and Hold Procedures

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

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

If you are in a classroom:

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

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

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

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

If you are outside:

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

After Emergency:

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

Bomb Threat (CODE RED)

If a threat is received by telephone:

1. Pay close attention to:
   Exact wording
   Speech characteristics
   Background noises

2. Ask these questions:
   Where is the bomb?
   What kind of bomb?
   When will it go off?
   How big is it?
   Why are you doing this?

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

If a written threat is received:

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

Site Administrator, Program Manager or Designee will:

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

After Emergency:

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

Aircraft Accident (CODE RED)

If you were witness to an airplane accident:

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

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

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

Teachers will:

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

After Emergency:

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

Flood (CODE RED)

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

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

Teachers will:

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

After Emergency:

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

Fire and/or Explosion

If a fire or explosion occurs:

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

The Site Administrator, Program Manager or Designee will:

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

Teachers will:

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

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

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

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

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

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

White- Indicates the classroom has been evacuated.

After Emergency:

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

Air Pollution

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

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

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

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

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

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

In the Event of an Emergency:
School and County Safety Team Responsibilities

COUNTY ADMIN/ SUPPORT STAFF RESPONSIBILITIES:

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

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

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

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

COUNTY OFFICE SAFETY TEAM RESPONSIBILTIES:

Francisco Reveles, Bobbi Abold, Leslie Cena, Mary Hang, Violette Begley

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

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

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

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

PHONE TREE

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

[INSERT PHONE TREE HERE]

Emergency Phone Numbers

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

Threat Assessment and 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 purposed of this section, "terroristic threat " shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of Yuba County Office of Education property, or the personal property of the person threatened or his or her immediate family.

California Welfare and Institutions Code 5150

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

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

Site Threat Assessment Team

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

SITE THREAT ASSESSMENT TEAM:

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

THREAT ASSESSMENT PROCEDURE

1. The STAT will utilize a Threat Assessment Guidelines, Protocol and Worksheet to help determine whether the threat is Low, Medium or High.

2. If the threat is deemed to be a credible HIGH LEVEL THREAT, the STAT will recommend:
   - A school discipline/law enforcement response
   - Student Wellness Team Process (W & I 5150 Procedure Checklist)

3. When appropriate, the Site Administrator will notify the student's parents, victims and their parents, appropriate staff/others and communicate with the Superintendent and Safe School Plan Coordinator. The Site Administrator should obtain a parent signature on an "Interagency Authorization for Release of Information" form. The Site Administrator will designate a team member to maintain a case folder on the incident.

4. The Superintendent or Designee will address as necessary:
   - Liability issues
   - School Safety Issues
   - Student disciplinary issues
   - Legal Issues
   - Special Education Issues

5. The Site Administrator or Program Manager will contact the Superintendent or Safe School Coordinator to develop a course of action.

6. When it is determined that the student will return to campus, a meeting will be held with parents and administrators to implement:
   - A Site Contract or Suspended Expulsion Contract
   - Mental Health Plan, if appropriate
   - Behavior Plan or updated IEP for programs and services

Threat Assessment Guidelines

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

Threat Assessment Levels

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

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

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

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

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

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

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

Threat Assessment Protocol

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

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

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

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

STEP ONE: REFERRAL

- Referral to Administrator and STAT if needed.

STEP TWO: THREAT ASSESSMENT

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

STEP THREE: 4-PRONGED ASSESSMENT

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

STEP FOUR: OTHER INTERVIEWS

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

STEP FIVE: EVALUATION AND RESPONSE

LEVEL 1: LOW

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

LEVEL 2: MEDIUM

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

LEVEL 3: HIGH

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

TERMS AND FACTORS

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

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

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

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

FACTORS IN THREAT ASSESSMENT

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

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

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

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

Threat Assessment Worksheet

Name:	School:	Date:

Step 1: REFERRAL

- Referred to administrator / STAT?

Step 2: TYPE OF THREAT

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

Step 3: FOUR PRONGED ASSESSMENT

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

Student / Parent Interview

Access to weapons? _____Yes _____No

If yes, please explain:

Actual preparations? _____Yes _____No

If yes, please explain:

Does the student seriously intend to carry out the threat?

Target of Threat Interview
Is it likely to be acted on?

Step 4: EVALUATION

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

LAW ENFORCMENT CALL LOG

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

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
Parent/ Guardian	Address	Phone
Name of Peace Officer	Agency	Badge #

Basis for Action (Check One)

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

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

Date: _____ Time: _____

Signature of Principal/ Designee: _____

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

Suspension

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

Teacher's Notice of Pupil Suspension

SCHOOL NAME: DATE: _____

To: Principal and Parent

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

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

because: _____

****Other means of correction have failed:
Pupil suspension is only from the class stated above and not from the school. Attendance by the pupil is required at all other classes during the period of suspension.

The period of suspension is for:
____1. The remainder of the day or period on which the suspension occurred

____2. The remainder of the day or period on which the suspension occurred and ____ the school day following.

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

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

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

_____ _____
Signature of Teacher Date

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

Expulsion

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

LEVEL FOUR DISCIPLINE - Mandatory Expulsion

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

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

Sexual Assault/Battery: 48900(n) (Title IX) *Jurisdiction to discipline for this section is found at 48900(s)

(See below http://leginfo.legislature.ca.gov/ can be used to determine which penal code applies to 48900(n).

LEVEL THREE DISCIPLINE - Quasi-Mandatory Expulsion

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

Serious Physical Injury: 48915 (a)(1) Causing serious physical injury to another person, except in self-defense.
Knife, Explosive or Dangerous Object: 48915 (a)(2) & 48900(b)Possession of any knife or other dangerous object of no reasonable use to the pupil
Controlled Substance: 48915 (a)(3) & 48900(c)Unlawful possession of any controlled substance listed in Chapter 2, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
Robbery or Extortion: 48915 (a)(4) Robbery or extortion
Assault or Battery: 48915(a)(5) Assault or battery upon any school employee

LEVEL TWO DISCIPLINE – Mandatory Suspension

Under these circumstances, because they are considered particularly destructive and disruptive to the educational environment, policy requires a minimum three day suspension.
The principal ***shall*** recommend suspension of a pupil for any of the following acts committed at school or a school activity. If the principal recommends expulsion or a suspended expulsion contact, he/she must find that 1)other means of correction have failed or not feasible, or 2) due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of other students:

Physical Injury to Another: 48900 (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person
Force or Violence Upon Another: 48900 (a)(2) Willfully used force or violence upon the person of another, except in self-defense
Dangerous Object: 48900 (b) Possessed, sold, or otherwise furnished any firearm, knife explosive, or other dangerous object
Controlled Substance: 48900 (c) Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcohol beverage, or an intoxicant of any kind
Drugs/Alcohol: 48900(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant
Robbery or Extortion: 48900(e) Committed or attempted to commit robbery or extortion
Drug Paraphernalia: 48900 (j) Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia
Imitation Firearm: 48900 (m) Possessed an imitation firearm……"imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead to reasonable person to conclude that the replica is a firearm

School Discipline Witness: 48900 (o) Harassed, threatened or intimidated a pupil who is complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both
Soma (prescription drug): 48900 (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma
Aids or Abets Physical Violence: 48900(t) A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person, (but, per Education Code, expulsion may not be imposed unless the student is adjudged guilty in juvenile court)
Sexual Harassment: 48900.2 Harassment must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment
Hate Violence: 48900.3 Pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as described in Section 233
Harassment: 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils
Community Service on School Grounds: 48900.6 The principal or designee may require a pupil to perform community service on school grounds
Terrorist Threats: 48900.7 Any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out

LEVEL ONE DISCIPLINE – Permissive Suspension

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

Damage to School/Property: 48900 (f) Caused or attempted to cause damage to school or private property
Stole School/Private Property: 48900 (g) Stolen or attempted to steal school property or private property
Tobacco or Nicotine Products: 48900 (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including cigarettes, cigars, smokeless tobacco, snuff, chew packets
Obscene Act of Habitual Profanity: 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity
Disruption of School Activities or Defiance of School Personnel: 48900 (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers administrators, school officials, or other school personnel engaged in the performance of their duties
Received Stolen School/ Private Property: 48900 (l) Knowingly received stolen school property or private property
Hazing: 48900(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050
Bullying: 48900(r) Engaged in an act of bullying, including, but not limited to bullying committed by means of an electronic act directed specifically toward a pupil or school personnel
Community Service on School Grounds: 48900.6 The principal or designee may require a pupil to perform community service on school grounds.

Child Abuse Reporting Procedures

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

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

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

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

Child abuse or neglect does not include:
1. A mutual affray between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
3. An injury resulting from the exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning.

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student.
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

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

Written Report
Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes a completed Department of Justice form. Forms are located in every school office.
Send Form to: 5730 Packard Ave., Marysville 95901 and a copy to Human Resources.

Discrimination and Harassment Policies

Discrimination Policy

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

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

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

Student Sexual Harassment Policy

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

DEFINITION

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

INSTRUCTION/INFORMATION

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

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

COMPLAINT PROCESS

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

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

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

DISCIPLINARY MEASURES

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

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

RECORD KEEPING

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

PROHIBITED SEXUAL HARASSMENT CONDUCT

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

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

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

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

Yuba County Career Preparatory Charter
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Yuba County Career Preparatory Charter
Street	1104 E Street
City, State, Zip	Marysville, CA, 95901
Phone Number	(530) 749-4020
Principal	Cynthia Soares
Email Address	cynthia.soares@yubacharterschool.org
Website	www.yubacoe.org/careerprep
County-District-School (CDS) Code	58105875830112

District Contact Information (School Year 2020-2021)

Entity	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
Website	www.yubacoe.org

School Description and Mission Statement (School Year 2020-2021)

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 OnBoarding 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
iDropIn and YCCPCS Assist (Tutoring/Support)
Community Service
CTE and Service Learning
Community College opportunities, including Concurrent enrollment and articulated coursework in our CTE program.
College and career adviser
Field studies and virtual field trips

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	1
Grade 2	2
Grade 5	1
Grade 6	3
Grade 7	8
Grade 8	8
Grade 9	54
Grade 10	54
Grade 11	75
Grade 12	48
Total Enrollment	254

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	5.5
Asian	1.2
Hispanic or Latino	36.6
White	48
Two or More Races	7.9
Socioeconomically Disadvantaged	89
English Learners	6.7
Students with Disabilities	18.1
Foster Youth	0.4
Homeless	5.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	18	16	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

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.

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).	Yes	0.0
Mathematics	Big Ideas Math Integrated I Mathematics (2018), My Math (2017), Personal Finance (2016), and Key to Math (2015).	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		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Glencoe (2013).	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		

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

School Facility Conditions and Planned Improvements

The school 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 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 industrial center has large historic prints of Marysville, from its gold rush days that spur conversation. A full time janitor takes care of the day-to-day cleanliness of the building, as well as the two wings used for the expansive CTE programs, which have been remodeled to include fully functional Vet Tech labs, Welding facilities, and a science classroom to include a wetlab. Every summer, a walk-though 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, 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 Yuba County Office of Education 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.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 10/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Main Building got a new roof spring 2020.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	20	N/A	20	N/A	50	N/A
Mathematics (grades 3-8 and 11)	1	N/A	6	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

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

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	6	N/A	7	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	179
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

All Parents and family members are encouraged to take an active part in their child's education upon enrollment in YCCPCS. The governing body of the school is an Advisory Committee comprised of an administrator, parents, 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 commit to helping their children be successful students and future community members. Parents are encouraged to be involved with their child's education and to help tailor the program to meet individual needs. This year, parents were invited to their student virtual meetings and volunteer opportunities (Advisory Committee and WASC Committees, due to COVID-19 pandemic volunteer opportunities were limited). Parents are asked and encouraged to contact their child's teacher and support staff weekly to learn about what is happening at school, how their child is doing, and ways in which to support the student at home. Teachers frequently call, email, text and meet with parents to discuss student progress and tips on how to assist their student. 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.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	31.3	46.1	48	31.9	47.2	53.8	9.1	9.6	9
Graduation Rate	30.1	23.5	27.6	25.9	20.8	21.7	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.5	2.9	7.0	8.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	15		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

The Yuba County Office of Education Safe School Plan was adopted by the YCCPCS Advisory Committee on January 7, 2020 and provided to the Yuba County Office of Education Board of Trustees in February 2020. 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. This plan will be updated in 2/2021)

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K									1	1		
6									3	1		
Other**									6	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	8	51	3		8	53			6	57	1	
Mathematics	6	46			7	40			5	50		
Science	6	31			5	33			5	30		
Social Science	7	57	1		5	58			4	60	1	

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

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	NA
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,750	NA
Percent Difference - School Site and State	N/A	N/A	48.2	

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

Types of Services Funded (Fiscal Year 2019-2020)

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 intervention classes were also provided for students in Independent Study and our All-Day program.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

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

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		12.5	35

Our LCAP, school mission, and the fact that our school community has been engaged in a "Self-Study" WASC accreditation year has 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, our WASC self-study evaluating all things YCCPCS, Social Emotional Learning (SEL) and Trauma Informed Practices, Student Engagement Practices, and PBIS best instructional practices training and update. We also implemented a new student information system this 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 have been 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 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.

Yuba County Career Preparatory Charter School
Comprehensive Safe School Plan
(Education Code Section 32280-32288)
2020-2021

Yuba County Career Preparatory Charter School (YCCPCS) will provide a safe environment that is conducive to learning. This will be measured by annual surveys of students, parents and staff and monthly discipline reports. Note for 20-21 school year, our site has been closed for a majority of the 20-21 school year and it is not anticipated we will fully reopen this school year. There have been a few changes made to this plan and we added our COVID-19 procedures.

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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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

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

Level Two Emergencies

- A moderate to severe emergency, somewhat beyond 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

- 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.

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 "School Messenger" notification system.

KEY EMERGENCY CONTACT:
After contacting 911, it is imperative during an emergency that the Principal or Designee contacts the Superintendent and District Safety Team using 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 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 achieving 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 insure safety procedures, concerns and school site needs are addressed.
- ✔ Weekly gang meetings are held at Yuba County Courthouse.
- ✔ Attendance and Discipline data is shared with all stakeholders over the years to compare trends.
- ✔ Student Attendance and Review Board (SARB) provides services to our families that have students that are considered truant.

Safe School Leadership Team

In the event of an emergency situation, the Safe School Leadership Team should report to (designated location) to oversee and provide 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 CataputlEMS which will alert COUNTY SAFETY TEAM.

POSITION & NAME	PHONE
Site Administrator/Program Manager: Cynthia A. Soares, Principal	530-749-4006 or 530-812-5165
Other Site Administrator: Kristin Ferderber, Assistant Principal	530-749-4001
Teacher: Tammy Graham, Teacher	530-749-6028 (4036 in IS)
Laura Drew, Librarian	530-749-4013
Other Site Staff: Shelly Arvizu, Operations Manager	530-749-4002
Teacher/Manager: Robert Koller, Special Education Coordinator	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/Program Manager/School Counselor
Kristin Ferderber	Other Site Administrator
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. Insure there are an adequate number of people trained in first aid in addition to the crisis response team.

CPR	First Aid	Name	Title	Room / Phone #
X		Teachers and Staff - recertify every two years		

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:

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

STAFF MEMBER	TITLE	EMERGENCY TASK
Anel Campos-Reya	Attendance Clerk	Provide Student Information
Gricelda Elizondo	Academic Advisor	Release Team
Kristin Ferderber	Site Administrator	Release Team
Ken Hamel	Program Manager	Release Team
Adele Bruce	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 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).**

Due to COVID-19 Pandemic, we have not participated

EVACUATION SCHEDULE

MONTH	DATE	TIME
August		
September		
October	10/22/20	10:35 AM
November		
December		
January		
February		
March		
April	TBD	
May		

LOCKDOWN DRILL SCHEDULE

SEMESTER	DATE	TIME
FALL		
SPRING		

DUCK, COVER and HOLD DRILL

SEMESTER	DATE	TIME
FALL	10/22/20	10:22 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 map and keys for law enforcement and/or district employees to check classrooms.
- School administrators will provide safety team with observer form to complete and be turned in at the end.
- Divide campus up so all classrooms can be checked
- Announce lockdown drill over PA (Follow safety procedures which included cards in windows)
- Initiate 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 team. (Share with staff at the next staff meeting or before).
- Send out message to parents on School Messenger:
    a. Hello, this is _____from _____ . I am calling to inform you that our school participated in a lockdown drill today to enhance student safety. We have been working closely with Marysville Police to improve procedures and guarantee all students and staff is prepared in the event of an actual emergency. Have a great day!
- We will debrief at the next Safety Meeting scheduled.

YCCPCS LOCKDOWN DRILL OBSERVATION FORM

Observer Name: _____ School: _____ Date: _____

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

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 cold 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 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 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 report any missing or extra students using Catapult EMS.
10. When classroom is secure and students have been accounted, place the appropriate card in the window. (See Below)
11. If Hard Lockdown is modified to Soft Lockdown (principal will advise) teachers and staff may continue with their normal schedule within the classroom and interior of building.

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

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

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

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

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

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

After Emergency:

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

SOFT LOCKDOWN (CODE 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. **CALL 911**
3. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
4. If emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
5. Prohibit outdoor activities
6. Be prepared to evacuate to a safe location.
7. Stay in control of all site activities until emergency personnel arrive.

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

1. If outside, move students a designated safe interior building.
2. Close all windows and lock doors.
3. Turn off 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 as necessary.
6. Students can remain at their desks and do work quietly.
7. Teachers will use Catapult EMS for further instructions and communication with School Safety Team.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. Use Catapult EMS to account for students in your classroom.

After Emergency:

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

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

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

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

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

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

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

SHELTER IN PLACE PROCEDURES:

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

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

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

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

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

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

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

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

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

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

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

After Emergency:

1. At the direction of the Superintendent's Office, the Site Administrator, Program Manager or Designee will deactivate Lockdown by announcing "All Clear."
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. 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 (from Integrated Crisis Station (ICS) signal on door.

Site Administrator, Program Manager or Designee will:

1. Activate Site Incident Command Post, who will:
    a. Call 9-1-1 (Fire/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 Superintendent or Designee, consider Shelter In Place or need for evacuation.
4. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

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

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

After Emergency:

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

DROP, COVER & HOLD AND PROCEDURES

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

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

If you are in a classroom:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command or signal (such as "drop") that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides 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 safest route; if doubtful, stay put.
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous.

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

If you are outside:

1. Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover head with arms and hands. Lie flat, face down; close eyes tightly.
2. Wait for shocks to subside before standing.
3. Do not re-enter buildings until it is determined safe.
4. Move to 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 RED in CATAPULT EMS
3. Make sure the message has been sent out to parents using School Messenger.
4. If student release is necessary, follow release plan.

BOMB THREAT (CODE)

If a threat is received by telephone:

1. **Pay close attention to:**

Exact wording
Speech characteristics
Background noises

2. **Ask these questions:**

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

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

If a written threat is received:

1. Notify main office.
2. Copy the contents of the threat on another sheet of paper.
3. Do not handle original message. Preserve identifying marks or fingerprints.
4. Follow instructions given by 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 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. Make sure the message has been sent out to parents using School Messenger.
4. If student release is necessary, follow release plan.

AIRCRAFT ACCIDENT (CODE RED)

If you were witness to an airplane accident:

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

When 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 Incident Command team that may be able to assist with small fires or injuries.
2. Check evacuation routes for safety.
3. Consider evacuation of staff and students using safest evacuation route.
4. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

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

After Emergency:

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

FLOOD (CODE RED)

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

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

Teachers will:

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

After Emergency:

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

FIRE/EXPLOSION

If a fire or explosion occurs:

1. Drop, Cover, and Hold.
2. If able, call 9-1-1
3. Notify main office.
4. If able, evacuate students to 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 Incident Command team that can assist in small fires, immediate medical issues.
2. If evacuation is necessary, check for safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If the alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

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

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

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

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

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

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

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

After Emergency:

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

AIR POLLUTION

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

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

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

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

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

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

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

YCCPCS/ SUPPORT STAFF RESPONSIBILITIES:

1. Assess life/safety issues immediately.
2. Provide immediate emergency medical care.
3. Call 9-1-1.
4. Enter incident into 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**		
COUNSELING OFFICE	**Melissa Meagher**		
ATTENDANCE OFFICE	**Anel Campos-Reya**		
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 districts schools of incident.
2. Superintendent compose and/or approve ALL messages to media, board members, staff and all students affected.
3. Coordinate transportation routes if needed and/or provided transportation for evacuation if needed. All parents will be alerted of any change in transportation through School Messenger.
5. Convene School Crisis Management Team to implement procedures awaiting 9-1-1 response.
6. Inform arriving Police/EMS/Fire Department of situation and status
7. Superintendent will assign any other tasks to the District Safety Team.
8. District Safety Team members will help school site with release of students (if needed) when it is safe to do so.

Reopening Practices during COVID-19 Pandemic

When YCCPCS opens we will start with only K-8 IS Students and 9-12 students who are experiencing or are at risk of significant learning loss. 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 student is not making adequate growth, as deemed by their teacher, they will be asked to resume in-person instruction.

Provided re-opening is being 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 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 visitor 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 area.
- Custodian is keeping 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 there 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 three adults and up to twelve students. They are in a room where they can 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.*
- Meals are curbside at a local MJUSD site, none on site.**
- There are no gathering of students, no recess.

*Cohort IS and CTE scheduled classes are **not** resuming in-person instruction at this time (1/20/21). A date is not set at this time and is dependent on Yuba County COVID metrics and YCCPCS COVID exposure.

**When YCCPCS has all students back on-site, meals will be brought back on-site. This will be a collaboration with MJUSD Nutrition and YCCPCS administration. Until further notice, YCCPCS student may continue to pick up meals at local MJUSD schools. Schedule is posted on our website, Facebook, ParentSquare, and at the reception of YCCPCS.

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 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 covering 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, have their temperature taken, and sign in.
- Students, parents, and visitors entering the building is 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).
- When employee enter the school, they must take their temperature and get a wristband for the day. They receive an email for their 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 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 of up 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 visitor 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 includes them contacting the confirmed case or someone 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 COIVD-19 they will be requested to go to our local opportunities for COVID-19 testing sites. (List of sites sits at the reception desk.)

- They are asked to be cleared by their doctor before returning to our site.

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 student 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 as state of emergency is declared.

PHONE TREE/Remind texting

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree/Remind 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:

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

THREAT ASSESSMENT PROCEDURE

1. The STAT will utilize a Threat Assessment Guidelines, Protocol and Worksheet to help determine whether the threat is Low, Medium or High.

2. If the threat is deemed to be a credible HIGH LEVEL THREAT, the STAT will recommend:
   - A school discipline/law enforcement response
   - Student Wellness Team Process (W & I 5150 Procedure Checklist)

3. When appropriate, the Site Administrator will notify the student's parents, victims and their parents, appropriate staff/others and communicate with the Superintendent and Safe School Plan Coordinator. The Site Administrator should obtain a parent signature on an "Interagency Authorization for Release of Information" form. The Site Administrator will designate a team member to maintain a case folder on the incident.

4. The Superintendent or Designee will address as necessary:
   - Liability issues
   - School Safety Issues
   - Student disciplinary issues
   - Legal Issues
   - Special Education Issues

5. The Site Administrator or Program Manager will contact the Superintendent or Safe School Coordinator to develop a course of action.

6. When it is determined that the student will return to campus, a meeting will be held with parents and administrators to implement:
   - A Site Contract or Suspended 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

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible or lacks detail
- Threat lacks realism
- 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.**

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

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

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

THREAT ASSESSMENT PROTOCOL

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

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

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

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

STEP ONE: REFERRAL

- Referral to Administrator and STAT if needed.

STEP TWO: THREAT ASSESSMENT

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

STEP THREE: 4-PRONGED ASSESSMENT

(1) Personal behavior: Based on information from faculty members and family members who knew the person before the threat was made: Immaturity, leakage (revealing clues), low frustration tolerance, poor coping skills, "injustice collector," depressive/suicidal, paranoia, narcissism, alienation, dehumanizes others, lack of empathy, externalizes blame, hit lists, closed/peripheral social group, bullying victim, fascination with violence-filled entertainment, excessive reference to mass murder/shooting sprees, stalking behavior, anger problems, radical changes in behavior, romantic break-up?

(2) Family Dynamics: Turbulent parent-child relationship, "dominates" at home?

(3) School Dynamics: "Detached" at school, bully or victim belongs to hate or fringe group, distrusts school?

(4) Social Dynamics: Unrestricted access to themes and images of extreme violence isolated/ alienated?

STEP FOUR: OTHER INTERVIEWS

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

STEP FIVE: EVALUATION AND RESPONSE

LEVEL 1: LOW

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

LEVEL 2: MEDIUM

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

LEVEL 3: HIGH

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

TERMS AND FACTORS

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

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

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

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

FACTIONS IN THREAT ASSESSMENT

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

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

EMOTIONAL CONTENT: This can be an important clue to the student's mental state. Though emotionally charged threats can tell the assessor 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, reactional, or situations, which can trigger a threat. The precipitating event may seem insignificant and have no direct relevance to the threat, but nonetheless, can become a catalyst. The impact of a precipitating event will obviously depend on "predisposing factors," including: underlying personality traits, characteristics, and temperament that predispose and adolescent to fantasize about violence or act violently. These must be considered together with broader information about these underlying factors.

THREAT ASSESSMENT WORKSHEET

Name:	School:	Date:

Step 1: REFERRAL

- Referred to administrator / STAT?

Step 2: TYPE OF THREAT

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

Step 3: FOUR PRONGED ASSESSMENT

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

Student / Parent Interview

Access to weapons? _____Yes _____No

If yes, please explain:

Actual preparations? _____Yes _____No

If yes, please explain:

Does the student seriously intend to carry out the threat?

Target of Threat Interview
Is it likely to be acted on?

Step 4: EVALUATION

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

LAW ENFORCEMENT CALL LOG

DATE	TIME	Reason for call	Was student detained MPD / YCSO		STUDENT NAME	Parent Notified	Time of notification
			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	
			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
Parent/ Guardian	Address	Phone
Name of Peace Officer	Agency	Badge #

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.

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Yuba County Career Preparatory Charter	58105875830112		February 2, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- [x] Schoolwide Program
- [x] Comprehensive Support and Improvement

Yuba County Career Preparatory Charter School (YCCPCS), a DASS (Dashboard Alternative School Status) school, is implementing a Schoolwide Program and was identified for Comprehensive Support and Improvement (CSI) under the graduation rate identifier both in the 2019-20 and 20-21 school year. This is the LEA's first time developing a SPSA, however, it aligns with the previous LCAP (19/20), the Learning and Accountability Plan and the Special Education Plan for 20-21, and further informed by local data from the 19/20 school year.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The YCCPCS SPSA aligns with the 2019-20 Local Control Accountability Plan (LCAP) which was approved June 3, 2019. In the 19-20 LCAP, the goals and activities were intended to address the specific needs of the school community in two broad areas: 1) Improving Student Learning and 2) Increasing Attendance. Since the design and implementation of the 2019-20 LCAP, YCCPCS has engaged in the Western Association of Schools and Colleges (WASC) Focus on Learning Accreditation process. Through the Self-Study and the "Continuous Cycle of Improvement" model, YCCPCS developed an Action Plan that is currently driving our work and supports our 19-20 LCAP goals. Our Action Plan has three broad areas: 1) Engagement of Students and Families including: Enrollment and Orientation, OnBoarding, Positive Behavior Intervention and Support (PBIS), Career Technology Education (CTE), home-school communication, personal learning plans, and academic supports. 2) Essential Skills and Social Emotional Learning (SEL) including: Student/Family planner, professional skills, habit-building and study skills, collaboration time for all staff, and professional learning communities (PLCs) and professional development opportunities. 3) Community, College, and Career Connections including: Career connections and events, college tours and academic skills, and collaboration between CTE and core classes. These areas will improve student learning (achievement) and increase attendance (engagement) for our students.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Yuba County Career Preparatory Charter School (YCCPCS) solicited stakeholder feedback in Fall 2019 with a number of surveys for students, parents, and teachers, and other stakeholders as a result of the WASC Self-Study cycle of inquiry. A top priority was to solicit input from stakeholders to reimagine the school's mission, vision, and Schoolwide Learner Outcomes (SLOs). Additionally, stakeholders were queried about

a. the YCCPCS programs offered
b. student and family engagement and student achievement
c. student connections to community, college, and career, etc.
d. the culture and climate of the school

Responses to the surveys were shared and discussed in staff and leadership meetings. The feedback was utilized to inform adjustments in programs and systems on site to better serve our learning community. The vast majority of stakeholders reported that students are safe and supported at YCCPCS.

As a collaborative learning community, YCCPCS provides other methods for information sharing and to solicit input:

Active social media
ParentSquare communications
Quarterly Advisory Committee meetings
Weekly "Bear In Mind" videos
PLC meetings
Site leadership meetings
Mondays focused on collaboration and supporting student achievement
Admin virtual drop-in hours

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Yuba County Office of Education (YCOE) has established processes for staff evaluation which YCCPCS utilizes. Teachers are evaluated through a formal observation process, the frequency depending on whether a teacher is permanent or probationary. Walkthrough evaluations by administration are done on a rotating basis, feedback is offered to staff, & admin has regular, ongoing discussions casually and formally about best practices and the integration of evidence based practices.

YCCPCS staff efforts with students are aligned with the school mission/vision, and Schoolwide Learner Outcomes (SLOs). Additionally, campus values were created collaboratively when a site PBIS team was formed and trained. The GROWL (Grow, Respect, Own, Work, Love) matrix aligns

the values with the learner outcomes and informs the support provided to students in the individualized learning plans.

YCCPCS is an Independent Study Program (IS). Prior to COVID-19, we had approximately 40 students attending academic courses on campus and their Career Technical Education (CTE) courses. During pre-COVID days, administration would visit classrooms weekly, and would observe IS teachers with their students for 20-minute observations. During COVID-19, around mid-April 2020, administration started "dropping-in" to Google Meet meetings between teachers and students to observe the process and connect with students. Administration continues to meet with students and teachers during their virtual meetings and oversee the process. It should be noted that during the time of the COVID pandemic, our delivery of direct instruction has been impacted, and students will often fail to show up to their virtual individual meetings with their academic and CTE teachers.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

YCCPCS meets performance goals in area. Teachers use a variety of assessments to analyze student progress, modify instruction, and improve student achievement. When appropriate, students take the Smarter Balanced Assessment (SBA), and English Language Learners take the English Language Proficiency Assessment for California (ELPAC). Due to the COVID-19 pandemic, there are no current state assessment results for our 9 - 12 students. The last time our current 9th graders took the CAASPP was in 7th grade, and our 10th, 11th, and 12th grade students took it last in 8th grade.

Renaissance STAR Math and English Language Arts assessments are utilized for local assessments. Embedded in the assessment system are scaled scores, percentile ranks, and grade equivalency metrics. Most important, STAR/Renaissance provides data for targeting instruction through "Focus Skills." Teachers utilize STAR Renaissance tools to assist in targeting these identified areas.

Assessment information is available through the student information system (SIS), Aeries and through STAR/Renaissance. In whole staff and PLC meetings, data is analyzed and used for intervention planning. The Student Support PLC plans and implements evidence-based intervention strategies collaboratively with teachers.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

YCCPCS meets performance goals in area. Within the curriculum in the content areas of Math, English Language Arts, Social Studies, and Sciences are embedded instruments for teachers to assess student progress. Teachers use the data elicited from these assessments to modify and individualize instruction.

Teachers analyze student progress on an ongoing basis using formative and summative assessments and observations and analysis of learning activities. Collaborative analysis of data in PLCs drives instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

YCCPCS meets performance goals in area. YCCPCS maintains a staff of teachers fully qualified and credentialed for their teaching assignments based on district certification requirements. The teaching staff are fully credentialed and are assigned to classes in the area of subject competency.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

YCCPCS meets performance goals in area. New teachers engage in teacher induction for personalized support. Staff has pre-service days for district-led or site-led professional development. Staff's ongoing professional development is facilitated by administration both during Continued Professional Learning meetings, & staff engage in a variety of activities, workshops, & trainings. All credentialed teachers are provided with professional development opportunities for SBE-adopted instructional materials. Every year all staff are asked to complete a Professional Growth Plan and turn into their immediate supervisor. Supervisors forward out professional development opportunities through email. During Continued Professional Learning, staff are offered the opportunity to attend professional development of their choice provided it is related to their position at YCCPCS and the site's mission/vision/SLOs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

YCCPCS meets performance goals in area. Staff development, like other systems at YCCPCS are aligned with CCSS and the school's mission/vision/SLOs. Embedded in the site's framework are the goals of preparing students for college/career through individualized learning plans. Adopted curriculum is aligned with standards and staff are trained specifically for scaffolding curriculum based on students' individualized learning and modified according to student assessment data and any other mitigating factors (IEPs, 504 Plans, etc.) Staff are also trained on site systems and initiatives and offered latitude to pursue professional development of their choosing for their own professional needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

YCCPCS does not meet performance goals in area. YCCPCS currently supports instruction through PLCs overseen by administration. Administration act as instructional leaders and discoveries emerging from cycle of inquiry work within the PLCs (and other reflective methods such as the WASC Self-Study) drive instructional assistance and support for teachers. Recommendations made by WASC visiting committees, the Yuba County Office of Education, other outside entities, and other stakeholders (community, staff, school families, etc.) also inform the instructional assistance needed. Data analysis in PLCs also elicits recommendations for supporting teachers and instruction.

Recently, site administration has discovered the need for more training for teachers as they implement individualized learning plans. Both formal and informal observations and discussions has yielded a lack of efficacy in tailoring instruction and scaffolding curriculum to each student's needs. A book study of Transforming School Culture was conducted with staff in Spring 2020 to assist with shifting the school focus to student achievement. The book study facilitated discussions among staff and paved the way to the formation of Professional Learning Communities (PLCs). The implementation of PLCs was deemed important to improve collaboration between team members on site and to improve teaching (and other staff) efficacy so student needs will be better addressed. Once the Curriculum, Instruction, and Student Support PLCs are operating efficiently and collaboratively, and unified in supporting student achievement, YCCPCS will meet performance goals in this area.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

YCCPCS meets performance goals in area. Mondays dedicated to continued professional learning and collaboration among staff provide a myriad opportunities for teacher collaboration time. Teachers collaborate by grade level, department, areas of expertise, PLCs, etc., and engage in cycles of inquiry. The cycles of inquiry (COIs) begin and end with data analysis and are supported by tools which provide a framework for the process and administration who provide guidance for the groups.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

YCCPCS meets performance goals in area. Formation of Curriculum and Instruction PLCs was informed by the reflective WASC Self-Study process and an ensuing staff book study of Anthony Muhammad's work. The first cycle of inquiry for the Curriculum PLC was to begin the process of ensuring site learning materials are aligned with ESEA, and therefore, CCSS. This focus addressed a recommendation from a previous WASC visiting committee to use an evaluative tool to align curriculum. The tool which was used was the Instructional Materials Evaluation Tool (IMET) created by the founders of Common Core. The collaboration between the Curriculum and Instruction PLCs ensures a thorough evaluation of learning materials and that any needed professional development for implementing the curriculum is accomplished.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

YCCPCS meets performance goals in area. As an Independent Study school, YCCPCS supports students whose learning is happening predominantly in the home environment. Required documentation tracking time spent at home and efforts focusing on reading/language arts and mathematics are completed by the parent/guardian and evaluated by the Independent Study (IS) teacher.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

YCCPCS meets performance goals in area. Pacing guides reflecting the scope and sequence of the curriculum are reviewed and updated periodically. Independent Study model offers flexibility for integrating intervention supports as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

YCCPCS meets performance goals in area. There are sufficient instructional materials in all subject areas for each grade level. All students have access to these materials. Some resources require internet connection, and Chromebooks and hot spots are available for students who need them. The Curriculum PLC evaluates and updates curriculum to ensure alignment with CCSS.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

YCCPCS meets performance goals in area. Teachers use standards-aligned instructional materials in ELA, Math, Social Studies, and Science. CTE curriculum aligns with CCSS literacy standards. The Curriculum PLC evaluates and updates curriculum to ensure alignment with CCSS.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

YCCPCS meets performance goals in area. The basic instructional program provides support to all students. Instruction is differentiated to address a broad range of student needs. During Independent Study meetings, teachers provide instruction and guidance for accessing curriculum. Teachers are available to students and families via phone, email, Google Meet, etc. Drop-in tutoring is available three times a days on Tuesdays, Wednesdays, and Thursdays in specific content areas, but students are welcome to discuss any content with the teacher who is online. Intervention systems developed and implemented by the Student Support PLC aid underperforming students. Interventions are accessed by all students, but focused support is offered to English Learners and Students With Disabilities (SWDs). Culturally diverse content is embedded in the ELA curriculum.

Evidence-based educational practices to raise student achievement

YCCPCS does not meet performance goals in area. YCCPCS follows the MTSS (multi-tiered systems of support) model and are currently developing systems for implementing with fidelity. Teachers are in need of training to use best practices in supporting their range of students. Teachers also need more training to differentiate instruction by creating individualized learning plans and in using data to drive targeted instruction. The WASC Self-Study has revealed that an intentional implementation of SEL (social-emotional learning) is needed to better support our students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

YCCPCS meets performance goals in area. Yuba County Office of Education is providing all schools in its purview, including YCCPCS, with more support to address the social, emotional, and mental health needs of our students and families. YCCPCS actively communicates (through social media, videos, all-calls, emails, etc.) to the learning community the myriad community, school, and district resources which are available to support their needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

YCCPCS meets performance goals in area. The Advisory Committee is comprised of teachers, principal, classified staff, parents, and students as reflective of our school population. The meetings are open to all members of our learning community; an agenda is posted publicly at the school site and on social media. Links for attending the meetings virtually are provided as well. The committee meets at least quarterly to discuss the planning, implementation, and evaluation of school programs. The feedback from this group is integral in LCAP planning and in decision-making associated with categorical funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

YCCPCS meets performance goals in area. Historically, YCCPCS has not received categorical funding except a very small amount of mandated block grant money, if it is dispersed (which is not guaranteed each year). The categorical funds that are leveraged for some of our staff salaries (indicated in our LCAP goals) come from the county allotment. The amount of categorial funding YCCPCS receives is so minimal, it has little impact to programs or performance goals. The YCCPCS major funding is LCFF generated from ADA. Lastly, YCCPCS has received COVID-19 pandemic - related funds that were expended as explained in the Learning Continuity Plan.

Fiscal support (EPC)

YCCPCS meets performance goals in area. Fiscal support is provided through General, Categorical, LCAP, grant, and other funds related to the COVID-19 pandemic.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA process is informed by reflective processes engaged in during the WASC Self-Study, the LCAP process, the LCP process, and the SEP (Special Education Plan) process. Each of these processes are aligned with the YCCPCS mission/vision/SLOs and are focused on student achievement. Each process engages and solicits input from all stakeholders. The overseeing entity at YCCPCS is the Advisory Committee (comprised of parents, staff, administration, business members, and students), which meets at least quarterly. During those meetings, data is reviewed, intervention supports are examined, site and safety plans are evaluated to ensure alignment and effective implementation with all the sites plans and other federal, state, and local programs.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

YCCPCS is comprised of students and families who largely live in poverty. Our number of English Learners fluctuates but is relatively low, but our student population has a high percentage of at-promise students who require substantial support and the fiscal correlation associated with those needs. Without our categorical and grant funds, we'd be unable to serve the social/emotional/mental and intervention needs at our school. Additionally, we have a number of students with disabilities with significant behavior and academic needs. Adequately serving and supporting those students/families and our staff is an ongoing challenge.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	4.18%	4.94%	5.51%	12	13	14
African American	1.05%	2.28%	0.39%	3	6	1
Asian	0.35%	1.14%	1.18%	1	3	3
Filipino	%	%	0%			0
Hispanic/Latino	33.10%	34.98%	36.61%	95	92	93
Pacific Islander	%	%	0%			0
White	46.69%	45.63%	48.03%	134	120	122
Two or More Responses	14.29%	11.03%	7.87%	41	29	20
Not Reported	0.35%	%	0.39%	1		1
			Total Enrollment	287	263	254

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten			1
Grade 1		1	
Grade 2	1	1	2
Grade3	2		
Grade 4		1	
Grade 5	5		1
Grade 6	2	2	3
Grade 7	10	4	8
Grade 8	12	10	8
Grade 9	34	18	54
Grade 10	49	55	54
Grade 11	56	69	75
Grade 12	116	102	48
Total Enrollment	287	263	254

Conclusions based on this data:

1. Overall enrollment is declining. Since engaging in the WASC Self-Study process in the Fall 2019 and Spring 2020, a variety of strategies have been employed to retain students, increase engagement with our students and their families, and extend our reach out into our local community.
2. Substantially fewer students are returning as seniors. This data may reflect the institution of reclassifying students at grade levels analogous to their earned credits rather than their age. The reclassification resulted in lower grade levels for many students.
3. Substantially more students are enrolling in 9th and 10th grades. This data may also reflect the institution of reclassifying students at grade levels analogous to their earned credits rather than their age. The reclassification resulted in lower grade levels for many students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	19	25	17	6.6%	9.5%	6.7%
Fluent English Proficient (FEP)	26	19	29	9.1%	7.2%	11.4%
Reclassified Fluent English Proficient (RFEP)	2	0	2	11.1%	0.0%	8.0%

Conclusions based on this data:

1. Enrolled English Learners are fluctuating.
2. Enrolled FEPs are fluctuating but have recently increased substantially.
3. Enrolled RFEPs are fluctuating substantially.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		*	*		*	*		*	*			
Grade 4	*		*	*		*	*		*			
Grade 5	*	*	*	*	*	*	*	*	*			
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	*	*	6	*	*	6	*	*	6			100
Grade 8	22	14	13	19	14	13	19	14	13	86.4	100	100
Grade 11	78	63	70	75	60	67	75	59	67	96.2	95.2	95.7
All	115	94	96	108	90	93	108	89	93	93.9	95.7	96.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		*	*		*	*		*	*		*	*		*	*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2501.	2484.	2506.	0.00	0.00	0.00	21.05	14.29	15.38	36.84	28.57	38.46	42.11	57.14	46.15
Grade 11	2510.	2481.	2484.	4.00	3.39	2.99	26.67	13.56	17.91	20.00	28.81	23.88	49.33	54.24	55.22
All Grades	N/A	N/A	N/A	2.78	3.37	2.15	24.07	12.36	18.28	23.15	30.34	25.81	50.00	53.93	53.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		*	*		*	*		*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	10.53	14.29	15.38	42.11	28.57	46.15	47.37	57.14	38.46
Grade 11	10.67	10.17	8.96	48.00	33.90	31.34	41.33	55.93	59.70
All Grades	9.35	10.11	9.68	47.66	37.08	37.63	42.99	52.81	52.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		*	*		*	*		*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	5.26	0.00	0.00	47.37	42.86	53.85	47.37	57.14	46.15
Grade 11	6.76	3.39	1.49	40.54	32.20	34.33	52.70	64.41	64.18
All Grades	5.66	3.37	2.15	41.51	35.96	38.71	52.83	60.67	59.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		*	*		*	*		*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	5.26	7.14	7.69	57.89	57.14	69.23	36.84	35.71	23.08
Grade 11	9.33	6.78	10.45	57.33	52.54	52.24	33.33	40.68	37.31
All Grades	7.48	7.87	8.60	57.94	51.69	56.99	34.58	40.45	34.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		*	*		*	*		*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	5.26	7.14	7.69	47.37	57.14	53.85	47.37	35.71	38.46
Grade 11	13.33	8.47	7.46	48.00	38.98	31.34	38.67	52.54	61.19
All Grades	10.28	8.99	7.53	47.66	41.57	36.56	42.06	49.44	55.91

Conclusions based on this data:

1. A very high percentage of students are successfully completing the CAASPP assessment.

2. Overall, about half the students assessed are below the standard in ELA/Literacy, and the numbers are increasing each year. Systematic intervention procedures and protocols need to be developed and implemented for improving literacy among all students.

3. K-8 student performance in reading/writing is steadily improving, but 9-12 performance in reading/writing is declining and needs immediate attention. Site-wide, staff need to focus their efforts on improving literacy and achievement among students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		*	*		*	*		*	*			
Grade 4	*		*	*		*	*		*			
Grade 5	*	*	*	*	*	*	*	*	*			
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	*	*	6	*	*	6	*	*	6			100
Grade 8	22	14	13	19	14	13	19	14	13	86.4	100	100
Grade 11	78	64	70	74	61	67	74	61	67	94.9	95.3	95.7
All	115	95	96	107	91	93	107	91	93	93	95.8	96.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		*	*		*	*		*	*		*	*		*	*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2457.	2420.	2429.	5.26	0.00	0.00	5.26	7.14	0.00	26.32	14.29	15.38	63.16	78.57	84.62
Grade 11	2447.	2430.	2431.	0.00	0.00	0.00	0.00	1.64	1.49	12.16	6.56	7.46	87.84	91.80	91.04
All Grades	N/A	N/A	N/A	0.93	1.10	0.00	0.93	2.20	1.08	15.89	10.99	13.98	82.24	85.71	84.95

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		*	*		*	*		*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0.00	0.00	0.00	10.53	7.14	7.69	89.47	92.86	92.31
Grade 11	0.00	0.00	0.00	4.05	6.56	4.48	95.95	93.44	95.52
All Grades	0.00	1.10	0.00	5.61	8.79	7.53	94.39	90.11	92.47

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		*	*		*	*		*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	10.53	0.00	0.00	26.32	42.86	15.38	63.16	57.14	84.62
Grade 11	0.00	0.00	0.00	32.43	31.15	25.37	67.57	68.85	74.63
All Grades	1.87	1.10	0.00	30.84	29.67	26.88	67.29	69.23	73.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		*	*		*	*		*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	5.26	7.14	0.00	31.58	28.57	30.77	63.16	64.29	69.23
Grade 11	0.00	0.00	0.00	35.14	31.15	28.36	64.86	68.85	71.64
All Grades	0.93	2.20	1.08	36.45	31.87	29.03	62.62	65.93	69.89

Conclusions based on this data:

1. A very high percentage of students are successfully completing the CAASPP assessment.
2. The vast majority of students at all grade levels are well below standard. Systematic intervention procedures and protocols need to be developed and implemented for improving math skills among all students.
3. The application of math concepts is an especially problematic area for YCCPCS students. Site-wide, staff need to focus their efforts on improving math skills and achievement among students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	7
Grade 11	*	*	*	*	*	*	*	8
Grade 12	*	*	*	*	*	*	*	10
All Grades							19	27

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*		*		*	*	*
10	*	*	*	*	*	*		*	*	*
11	*	*	*	*	*	*		*	*	*
12	*	*	*	*		*	*	*	*	*
All Grades	*	11.11	*	40.74	*	37.04	*	11.11	19	27

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*		*		*	*	*
10	*	*	*	*	*	*		*	*	*
11	*	*	*	*		*		*	*	*
12	*	*	*	*	*	*		*	*	*
All Grades	*	22.22	*	51.85	*	18.52		7.41	19	27

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

9	*	*	*	*		*		*	*	*
10		*	*	*		*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	3.70	*	22.22	*	40.74	*	33.33	19	27

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
12	*	*	*	*	*	*	*	*
All Grades	*	3.70	*	70.37	*	25.93	19	27

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
All Grades	78.95	74.07	*	22.22		3.70	19	27

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	14.81	*	48.15	*	37.04	19	27

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
12	*	*	*	*	*	*	*	*
All Grades	*	3.70	57.89	88.89	*	7.41	19	27

Conclusions based on this data:

1. The majority of EL students are performing overall at a low to middle range.
2. There is a significant discrepancy between how well EL students speak English and how well they perform in other modalities.
3. EL students write significantly better in English than they read, and are also better writers than listeners. Systematic intervention procedures and protocols need to be developed and implemented for improving literacy among all students.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
263	**84.0**	**9.5**	**1.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	25	9.5
Foster Youth	5	1.9
Homeless	8	3.0
Socioeconomically Disadvantaged	221	84.0
Students with Disabilities	46	17.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	2.3
American Indian	13	4.9
Asian	3	1.1
Hispanic	92	35.0
Two or More Races	29	11.0
White	120	45.6

Conclusions based on this data:

1. The vast majority of YCCPCS students are socioeconomically disadvantaged.
2. YCCPCS serves a diverse student population, with a slight majority of non-white students.
3. YCCPCS serves a substantial number of students with disabilities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Red	**Suspension Rate** Green
Mathematics Red	**Chronic Absenteeism** Yellow	
College/Career Red		

Conclusions based on this data:

1. Especially clear is that instruction, curriculum, and academic intervention need attention. Systematic intervention procedures and protocols need to be developed and implemented for improving literacy and math skills among all students.
2. Academic engagement needs focus.
3. Suspension rate depicts success in some behavior supports.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
90.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -5.5 points	8	
70		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	94.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1	Declined -12.4 points	10
	54	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1	6	2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
99.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	103.6 points below standard
Maintained ++1.3 points	6		Declined Significantly -39 points
19			36

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	85.9 points below standard
7	1	Maintained -0.7 points
		56

Conclusions based on this data:

1. The vast majority of students speak English only.
2. The vast majority of students are socially disadvantaged.
3. Despite the fact the vast majority of students speak English only, literacy achievement is extremely low at YCCPCS and needs targeted attention.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	
185.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
Declined -10.1 points	8	
70		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	186.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1	Declined -9.4 points	10
	54	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 195.2 points below standard Increased ++4.5 points 19	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		No Performance Color 190.6 points below standard Declined Significantly -21 points 36

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 1	179.4 points below standard Declined -4.6 points 56

Conclusions based on this data:

1. The vast majority of students speak English only.
2. The vast majority of students are socially disadvantaged.
3. Despite the fact the vast majority of students speak English only, math achievement is extremely low at YCCPCS and needs targeted attention.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
43.5 making progress towards English language proficiency
Number of EL Students: 23
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
43.4	13.0		43.4

Conclusions based on this data:

1. The percentage of EL students who decreased one level and who increased one level is the exact same percentage.
2. A little more than 10 percent of EL students maintained their level.
3. There is a significant discrepancy between those EL students who are progressing and those who are declining.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained +1	0 Students	0 Students
101		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
0 **Prepared**	0 **Prepared**	1 **Prepared**
8.4 **Approaching Prepared**	9.3 **Approaching Prepared**	9.9 **Approaching Prepared**
91.6 **Not Prepared**	90.7 **Not Prepared**	89.1 **Not Prepared**

Conclusions based on this data:

1. The vast majority of YCCPCS students are not prepared for college and career.
2. Efforts implemented to close the gap over the past three years have only elicited a slight improvement.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
13.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.4	1	0
38		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	15.2	Less than 11 Students - Data Not Displayed for Privacy
1	Declined -13.1	4
	33	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	1	1	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	13
10	3	0	Declined -22.4
			23

Conclusions based on this data:

1. Chronic absenteeism has improved overall.
2. Efforts to engage students has led to more than 10% improvement.
3. White students have improved absenteeism more than 22%, so there is a discrepancy between white and non-white students.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
40.6	50	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.5	Increased +8.3	3
101	12	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	39.6	36
8	Maintained -1.7	Declined -44
	91	25

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
3	3	1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Red
46.2	38.5	0 Students	33.3
Maintained +2	Declined -15.4		Declined -4.5
39	13		42

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
42.1	40.6

Conclusions based on this data:

1. Graduation rate for EL students increased
2. Significant decrease in graduation rate for students with disabilities (44%).
3. Graduation rate for Hispanic students also increased.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	5	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
2.9	5.3	Less than 11 Students - Data Not
Declined Significantly -2.6	Increased +5.3	9
412	38	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
0	2.9	4
Declined -2.4	Declined Significantly -2.4	Declined -4.8
16	350	75

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data	0	Less than 11 Students - Data	
7	Declined -5.9	8	
	18		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green		Green
3.5	2.3		2.6
Declined -2	Declined -3.6		Declined Significantly -2.2
144	43		192

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.5	2.9

Conclusions based on this data:

1. Significant decrease in overall suspension rate.
2. Only increased group in suspension rate was English Learners.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engagement

LEA/LCAP Goal

Improve Student Learning (Achievement)

Goal 1

Ongoing Support of Professional Learning Communities (PLCs)

Identified Need

The implementation of PLCs was deemed important to improve collaboration between team members on site and to improve teaching (and other staff) efficacy so student needs will be better addressed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff survey questions about PLC development and implementation to support senior students with disabilities' pathways to graduation	Establish baseline on staff survey questions	85% Positive response rate on staff survey questions about PLC development and implementation to support senior students' pathways to graduation

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff will communicate their support needs in implementing PLCs through meetings and surveys. Admin will support as required. Yuba County SELPA & YCOE will provide support as needed to increase efficacy in supporting students to achieve graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to ensure the ongoing support of PLCs, the following strategies/activities will be implemented:
Periodic Monday staff meetings for PLC refreshers and to continue building the foundation/framework for future PLC work
Periodic Monday staff meetings for reviewing PLC's Cycles of Inquiry (COI)
Increase site admin's efficacy in supporting PLCs by engaging in Continued Professional Learning opportunities
Increase site admin's efficacy in supporting PLCs by collaborating with Yuba County SELPA & Yuba County Office of Education
Administrative push-in during Monday PLC meetings for formalizing PLC Work (Framework, Norms, etc.)
Administrative push-in during Monday PLC meetings for supporting PLC Cycles of Inquiry (COI) Action Plans & Collaboration
Periodic Monday staff meetings to discuss & plan how to reach at-promise students
Periodic Monday staff meetings to discuss & plan how to improve student engagement
Periodic Monday professional development with outside trainers in SpEd, differentiation, SEL implementation, engagement
Administrative push-in during Monday PLC meetings to gauge progress in Student Support, Curriculum, and Instruction groups
Periodic Monday staff meetings to engage in activities related to school's mission/vision/SLOs (Schoolwide Learner Outcomes)
12/20 Stakeholder Survey - 5/21 Stakeholder Survey
Monday staff meetings – Stakeholder Survey reviews
Review December 2020 & May 2021 data for graduation rate/dropout rate with Student Support PLC & Systems PLC
Administrative push-in during Monday PLC meetings to provide PLCs support based on feedback from stakeholder survey
Periodic Leadership Meetings to collaborate with site leadership to discuss/plan how to improve support for PLCs

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The implementation of these strategies/activities draws upon currently accessible resources to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The implementation of this plan includes a Cycle of Inquiry (COI) embedded in our site PLC process to determine the efficacy of the plan and whether adjustments need to be made to the implementation of the plan or the goal itself.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engagement

LEA/LCAP Goal

Improve Student Learning (Achievement)

Goal 2

Develop and Implement Site Intervention Procedures/Protocols

Identified Need

YCCPCS lacks a collaborative, well-articulated intervention system for supporting students to achieve graduation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff survey questions about fully developed and implemented site Intervention Procedures/ Protocols to support senior students in meeting graduation requirements	Establish baseline on staff survey questions	85% Positive response on staff survey questions that site Intervention Procedures/Protocols have been fully developed and implemented to support senior students' pathways to graduation

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

YCCPCS staff will fully develop and implement site Intervention Procedures/Protocols. Yuba County SELPA & YCOE will endorse site Intervention protocols as effective for supporting students in achieving graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to ensure a fully developed and implemented site Intervention Procedures/Protocols, the following strategies/activities will be implemented:
Periodic Monday staff meetings for reviewing PLC's Cycles of Inquiry (COI) with a focus on intervention procedures/protocols
Increase site admin's efficacy in supporting Student Support/System PLCs by engaging in Continued Professional Learning opportunities related to intervention
Increase site admin's efficacy in supporting Student Support/System PLCs by collaborating with Yuba County SELPA & Yuba County Office of Education about intervention strategies
Periodic Monday staff meetings to discuss & plan how to reach at-promise students
Periodic Monday staff meetings to discuss & plan how to improve student engagement
Periodic Monday professional development with outside trainers in intervention
Administrative push-in during Monday PLC meetings to gauge progress in Student Support, Curriculum, and Instruction groups
12/20 Stakeholder Survey - 5/21 Stakeholder Survey
Monday staff meetings – Stakeholder Survey reviews
Review December 2020 & May 2021 data for graduation rate/dropout rate with Student Support PLC & Systems PLC
Administrative push-in during Monday PLC meetings for supporting Student Support PLC & Systems PLC in developing/implementing intervention procedures/protocols

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The implementation of these strategies/activities draws upon currently accessible resources to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The implementation of this plan includes a Cycle of Inquiry (COI) embedded in our site PLC process to determine the efficacy of the plan and whether adjustments need to be made to the implementation of the plan or the goal itself.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engagement

LEA/LCAP Goal

Improve Student Learning (Achievement)

Goal 3

Develop and Implement Site IEP implementation Procedures/Protocols

Identified Need

YCCPCS lacks a collaborative, well-articulated IEP implementation system for supporting students to achieve graduation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff survey questions about fully developed and implemented site IEP implementation Procedures/ Protocols to support senior students with disabilities in meeting graduation requirements	Establish baseline on staff survey questions	85% Positive response on staff survey questions that site IEP implementation Procedures/Protocols have been fully developed and implemented to support senior students with disabilities' pathways to graduation

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students With Disabilities

Strategy/Activity

YCCPCS will fully develop and implement site IEP implementation Procedures/Protocols. Yuba County SELPA & YCOE will endorse site IEP protocols as effective for supporting SWDs in achieving graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to ensure a fully developed and implemented site IEP Implementation Procedures/Protocols, the following strategies/activities will be implemented:
Periodic Monday staff meetings for reviewing PLC's Cycles of Inquiry (COI) with a focus on IEP implementation procedures/protocols
Increase site admin's efficacy in supporting Student Support/System PLCs by engaging in Continued Professional Learning opportunities related to IEP implementation
Increase site admin's efficacy in supporting Student Support/System PLCs by collaborating with Yuba County SELPA & Yuba County Office of Education about IEP implementation strategies
Periodic Monday staff meetings to discuss & plan how to reach students with disabilities
Periodic Monday staff meetings to discuss & plan how to improve student engagement
Periodic Monday professional development with outside trainers in IEP implementation
Administrative push-in during Monday PLC meetings to gauge progress in Student Support, Curriculum, and Instruction groups
12/20 Stakeholder Survey - 5/21 Stakeholder Survey
Monday staff meetings – Stakeholder Survey reviews
Review December 2020 & May 2021 data for SWDs graduation rate/dropout rate with Student Support PLC & Systems PLC
Administrative push-in during Monday PLC meetings for supporting Student Support PLC & Systems PLC in developing/implementing IEP implementation procedures/protocols

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The implementation of these strategies/activities draws upon currently accessible resources to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The implementation of this plan includes a Cycle of Inquiry (COI) embedded in our site PLC process to determine the efficacy of the plan and whether adjustments need to be made to the implementation of the plan or the goal itself.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engagement

LEA/LCAP Goal

Improve Student Learning (Achievement)

Goal 4

Revisiting/Reinforcing Mission/Vision/Schoolwide Learner Outcomes (SLOs)

Identified Need

YCCPCS lacks a shared vision and well-articulated systems for supporting students to achieve graduation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff survey questions about YCCPCS Mission/ Vision/ SLOs, which emphasize supporting students in academic achievement	Establish baseline on staff survey questions	85% Positive response on staff survey questions about YCCPCS Mission/ Vision/ SLOs, which emphasize supporting students in achievement

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff will own the YCCPCS Mission/Vision/SLOs (Schoolwide Learner Outcomes). Staff will be able to articulate how YCCPCS Mission/Vision/SLOs support students in achieving graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to ensure Staff will be able to articulate how YCCPCS Mission/Vision/SLOs support students in achieving graduation, the following strategies/activities will be implemented:
Increase site admin's efficacy in creating a shared vision by engaging in Continued Professional Learning opportunities
Increase site admin's efficacy in creating a shared vision by collaborating with Yuba County SELPA & Yuba County Office of Education
Periodic Monday staff meetings to engage in activities related to school's mission/vision/SLOs (Schoolwide Learner Outcomes)
Periodic Monday professional development with outside trainers in uniting staff and creating buy-in
12/20 Stakeholder Survey - 5/21 Stakeholder Survey
Monday staff meetings – Stakeholder Survey reviews

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The implementation of these strategies/activities draws upon currently accessible resources to meet the articulated goal

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The implementation of this plan includes a Cycle of Inquiry (COI) embedded in our administrative process to determine the efficacy of the plan and whether adjustments need to be made to the implementation of the plan or the goal itself.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Name of Members	Role
Cynthia Soares	Principal
Jack Chao	Classroom Teacher
James Warnock	Classroom Teacher
Amy McClelland	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Special Education Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Other: YCCPCS Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Cynthia Soares on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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