

YUBA COUNTY BOARD OF EDUCATION

935 14th Street
Marysville, CA 95901

Agenda

September 16, 2020



Marjorie Renicker

John Nicoletti

Alisan Hastey

Desiree Hastey, President

Eva Teagarden, Vice President

Trustee Area 1

Trustee Area 2

Trustee Area 3

Trustee Area 4

Trustee Area 5



Francisco Reveles, Ed.D.
Superintendent

**YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING
WEDNESDAY, SEPTEMBER 16, 2020 – 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: 926 9780 2745
Password: 903671

<https://zoom.us/j/92697802745?pwd=ck1kNkRVUVJqa2IvWGR5bGM0MkVtdz09>

or

One tap mobile:
+16699009128,,92697802745#

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 ACCEPTANCE OF TWO \$100 TARGET GIFT CARD DONATIONS FROM MRS. MARIA MORENO MOSQUEDA AND THE YUBA CITY TARGET – Pages 1-2
 - 3.2 TEMPORARY COUNTY TEACHER CERTIFICATES – Page 3

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**

6. EDUCATIONAL SERVICES

- 6.1 ADOPTION OF YUBA COUNTY OFFICE OF EDUCATION LEARNING CONTINUITY PLAN (LCP) - Pages 4-16 **ACTION ITEM**
Bobbi Abold

In accordance with Senate Bill 98, and California Education Code Section 43509, The LEA governing board shall adopt the Learning Continuity Plan by September 30, 2020 in a public meeting.

Recommend the Board adopt the YCOE Learning Continuity Plan as presented.

6.2 PUBLIC HEARING ON CERTIFICATION OF
STATE INSTRUCTIONAL MATERIALS SUFFICIENCY
Bobbi Abold

ACTION ITEM

It is required that a Public Hearing be held regarding the certification of sufficient/insufficient instructional materials pursuant to Education Code Section 60119. The public may ask questions or make comments concerning this item.

6.3 ADOPTION OF RESOLUTION NO. 2020-04
SUFFICIENCY OF INSTRUCTIONAL MATERIALS
AT THOMAS E. MATHEWS – Pages 26-27
Bobbi Abold

ACTION ITEM

In order to be eligible to receive instructional materials funds, the governing board is required to adopt a resolution stating whether each pupil within the program has sufficient or insufficient textbooks or instructional materials in specified subjects consistent with the content and cycles of the curriculum frameworks adopted by the state board pursuant to Education Code Section 60119.

Recommend the Board adopt Resolution No. 2020-04 as presented.

6.4 ADOPTION OF RESOLUTION NO. 2020-05
SUFFICIENCY OF INSTRUCTIONAL MATERIALS AT
YCOE SPECIAL EDUCATION PROGRAMS – Page 28
Bobbi Abold

ACTION ITEM

In order to be eligible to receive instructional materials funds, the governing board is required to adopt a resolution stating whether each pupil within the program has sufficient or insufficient textbooks or instructional materials in specified subjects consistent with the content and cycles of the curriculum frameworks adopted by the state board pursuant to Education Code Section 60119.

Recommend the Board adopt Resolution No. 2020-05 as presented.

6.5 YUBA COUNTY CAREER PREPARATORY CHARTER
SCHOOL LEARNING CONTINUITY PLAN (LCP) –
NOTICE OF ADOPTION - Pages 29-42
Cynthia Soares

INFORMATION ITEM

In accordance with Senate Bill 98, and California Education Code Section 43509, The LEA governing board shall adopt the Learning Continuity Plan by September 30, 2020 in a public meeting. YCCPCS held a public hearing for the LCP on August 20, 2020 and the YCCPCS Advisory Committee adopted the YCCPCS LCP on Sept 1, 2020.

6.6 SUFFICIENCY OF INSTRUCTIONAL MATERIALS
AT YUBA COUNTY CAREER PREPARATORY
CHARTER SCHOOL (YCCPCS) - Pages 43-50
Cynthia Soares

INFORMATION ITEM

Governing boards are required to adopt a resolution stating whether each pupil within the program has sufficient or insufficient textbooks or instructional materials in specified subjects consistent with the

content and cycles of the curriculum frameworks adopted by the state board pursuant to Education Code Section 60119. At the YCCPCS Advisory Committee Meeting on Sept 1, 2020, the YCCPCS certified the YCCPCS Sufficiency of Instructional materials report.

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

8. ADVANCED PLANNING

8.1 NEXT REGULAR BOARD MEETING **INFORMATION/**
OCTOBER 14, 2020 – 4:30P.M. **ACTION ITEM**
VIA ZOOM TELECONFERENCE

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.

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



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

August 26, 2020

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

RE: DONATION FROM Yuba City Target and Maria Moreno Mosqueda

Dear Members of the Board:

On behalf of the students and staff of Virginia School, I request you accept the donation from Mrs. Maria Moreno Mosqueda and the Yuba City Target of two \$100.00 gift cards. I have included a copy of my letter to Mrs. Moreno Mosqueda.

Thank you for accepting this donation.

Very truly yours,

A handwritten signature in blue ink that reads 'Courtney Coburn'. The signature is fluid and cursive, written over a light blue horizontal line.

Courtney Coburn
Special Education Principal

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

August 26, 2020

Maria Moreno Mosqueda – Human Resources
Target – Yuba City
1153 Butte House Road
Yuba City, CA 95991

Dear Ms. Moreno Mosqueda,

On behalf of the staff and students of Virginia School, I want to say thank you for your generous donation of two \$100.00 gift cards. We appreciate your support of the Virginia School Programs.

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

Very truly yours,



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

Temporary County Certificates Issued
August 27, 2020 to September 8, 2020

<u>NAME</u>	<u>CREDENTIAL APPLIED FOR</u>	<u>PREV CRED</u>	<u>TCC EXPIRE</u>
Burt, Greg	GELAP - Physical Education	Yes	3/31/2021
Edradan, Alberto	Emg CLAD	Yes	3/31/2021
Fernandez, Autumn	CLAD	Yes	3/31/2021
George, Kaleb	Emg CLAD	Yes	3/31/2021
Harryman, Crista	Emg CLAD	Yes	3/31/2021
Kistler, David	Emg CLAD	Yes	3/31/2021
Lloyd, Joseph	Emg CLAD	Yes	3/31/2021
Patterson, Samantha	Emg CLAD	Yes	5/1/2021
Van Stralen, Dirk	GELAP - Physical Education	Yes	3/31/2021



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yuba County Office of Education	Bobbi Abold Assistant Superintendent	bobbi.abold@yubacoe.k12.ca.us 530-749-4872

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The Covid-19 pandemic has had a significantly negative impact on the students, families, staff, and community of Yuba County. The first major impact came in March when we notified families that, in effort to slow the spread of the disease and out of an abundance of caution for the safety and well-being of our staff, students, and their families, we would be closing schools following the recommendations of our county health officials, Governor Gavin Newsom, and State Superintendent of Public Instruction Tony Thurmond. This closure was followed up with a notification in April that we moved to a full distance learning environment through the remainder of the 19-20 school year. Our primary concern was to maintain the safety of our students, staff, and community while fulfilling our responsibility to provide quality education, meals, support services, and childcare to our families during mandated school closures.

In spite of the challenges presented by a distance learning environment, we were able to connect with students and families and provide opportunities for engagement and academic success, culminating in several students obtaining their diplomas in accordance with health guidelines. As the summer moved on, it became clear that the issues surrounding the COVID-19 pandemic were evolving and we began to plan for numerous reopening scenarios including in-person, hybrid, blended, and distance learning scenarios. At the forefront of our planning efforts were: Student and staff health and safety, educational access and equity for all students, regular communication with all stakeholders, and compliance with federal, state and local health orders and guidance from health experts.

Yuba County Office of Education serves the most at-risk students in the county. Our programs are intentionally designed to provide a multi-tiered system of wrap-around services to address academic, social-emotional, and behavioral deficiencies. Our students typically struggle to positively engage in school, and our programs focus on building positive relationships with school and partner service agency staff to make school a safe place where students want to engage. When Governor Newsom's Shelter-in-Place order resulted in school closure, our

students lost connection to our programs that were literally their life line. The positive interpersonal relationships in a stable, safe, and caring school environment were no longer accessible to the students and their families.

In July, with Governor Newsom’s announcement, mandating YCOE to open school in August with a Virtual Distance Learning model, a new focus evolved and we prioritized daily live instructions and interaction with on-site teachers and support staff. Further, we ensured that every student had access to the internet and the necessary technology to engage in daily instruction in the new learning platforms and procedures. We also mobilized systems and staff for target support services for students at risk for learning loss and stress-related regression. Finally, support staff continued to provide services in virtual formats; beginning September 1, in-person services will be provided for specialized or intense service needs, adhering to all guidelines and mandated safety procedures.

As our staff quickly pivoted to provide educational access through distance learning, our first and foremost goal was to provide a continued connection with our students. While we distributed instructional materials, and provided linkages to meals, childcare and other wrap-around services, we were working behind the scenes to keep our staff safe and healthy while we put supports and services into place. These efforts are ongoing and continue to reflect YCOEs belief in all resources and supports necessary for student success.

At this time, we do not yet know when the health conditions in our county will permit our programs to resume in-person instruction, nor do we anticipate a quick resolution. YCOE will continue to work with the Department of Public Health to provide support to our school districts and direction in our own programs based on our local conditions.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Efforts made to solicit stakeholder feedback included:

Survey of parents, guardians and staff (July 2020)

Site Administrative Leadership meetings (July - September, 2020)

Court and Community school staff meeting (July 27, 2020)

YCOE School and Tri-County Juvenile Rehabilitation Campus Leadership Meeting (August 11, 2020)

Parent Advisory Committee meeting (September 2, 2020)

School Site Council meeting (September 2, 2020)

YCOE Bargaining Units meeting (September 2, 2020)

Public Hearing (September 9, 2020)

Yuba County Board of Education Meeting (September 9, 2020)

[A description of the options provided for remote participation in public meetings and public hearings.]

Per Governor Newsom's Executive order N-29-20, all meetings subject to the Brown Act were held remotely with agendas, minutes, and packets posted digitally in accordance with Yuba County Office of Education's policy. All school-site based meetings exempt from the Brown Act that were held in a virtual format with minutes kept physically on file in accordance to the site's policies.

Families were made aware of virtual public meetings and public hearings through updates to the YCOE website and call/email contact at the site level.

[A summary of the feedback provided by specific stakeholder groups.]

The following stakeholder groups provided feedback:

Students, parents, teachers/staff, bargaining units, administrators, Probation/TCYRC, service providers and other community partner agencies.

Analysis of the the feedback identified the following focus areas:

1) Social Emotional Support:

Our Court & Community School programs provide Social Emotional support during the in-person learning environment that each school offers. Stakeholders are concerned that students' social emotional needs may not be met when they are not on campus on a daily basis due to a full Distance Learning model.

2) Access to the Educational Program:

Stakeholders are concerned that students will not have sufficient access to their educational program due to a lack of devices and/or connectivity to the internet, not having supportive learning environments outside of in-person instruction, and parent/guardian's inability to support instruction.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The following aspects of the LCP were influenced by stakeholder input:

1) Social Emotional Support:

A full Distance Learning model was developed to provide the maximum level of live interaction. Each student is enrolled in a daily schedule of content area courses, intervention classes, support services, and an advisory period. Each course provides live interaction with a teacher, para-educator, counselor, or service provider who can provide Social Emotional support and maintain supportive relationships with school staff and other service providers.

2) Access to Educational Program:

Purchases of student devices, hotspots, access points, on line curriculum, support from mental health counselors, youth employment program staff, and partner agency service providers to ensure students barriers to accessing their educational program are addressed. Daily engagement with student and parents to identify strategies to increase engagement and attendance.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

In-person Instructional Offering are not an option due to Yuba County being on the state monitoring list. Only Distance Learning is offered.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
This space intentionally left blank due to the LEA not offering in-person instruction.	NA	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Students will be divided into cohorts, based on detailed individualized learning plans (ILP), facilitated by a certificated instructor who will be responsible for ensuring student engagement, participation in daily schedules, accessibility to coursework, and the coordination of additional supports. Students will be placed on a Tiered System model, which will mirror a blended model to ensure a smooth transition into in-person instruction and learning. Tier I will meet the needs of all students and include core instruction through distance learning practices, an optional intervention period, social-emotional learning (SEL) opportunities, including structured coursework and counseling services, Youth Employment Program (YEP) opportunities, consistent contact with a youth advocate, and an assigned daily advisory period. Tier II students will receive all services and instruction outlined in TIER I, but will also include special education services, as outlined in each individualized educational program (IEP), and English Language Development (ELD) instruction. Students placed in Tier III will receive all services in Tier I and, as applicable, Tier II, but will also receive daily intensive intervention (during an assigned Intervention period). Super Tier students will receive all services and will also have expected daily course instruction, as part of daily participation, with little to no independent work completion.

Upon enrollment, students will assess reading and math levels in Renaissance Star in order to determine learning loss; further, this data will help the instructors develop individual and collective scaffolds to the online learning coursework. In order to best align resources, all support and teaching staff will review transcripts and assessment data to identify areas need and potential pupil learning loss and meet to discuss best practices and effective interventions moving forward, without sacrificing current year learning standards. Support staff and teachers will consistently update each student's ILP to reflect progression in skill review and attainment and credit completion, and all necessary supports, accommodations, and modifications needed to bridge learning gaps and fully access the new online learning platform and remote-teaching structure.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students have been provided a Chromebook, with several in reserve. All Chromebooks were inspected and updated by our technology department to ensure that all students have up-date equipment and programming. Chromebooks were assigned as part of the enrollment process and families were surveyed by staff to determine the individual need for hotspots in the home or other established learning environment. The YA and other staff will regularly check in with students and parents to ensure that all necessary technology is available and functioning.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

In accordance with Senate Bill 98, all students will receive daily live contact with certificated staff using Zoom teleconferencing software and Google Meets. Teachers will leverage our two learning platforms, Google Classroom and Edgenuity to assign coursework, track student course progress, review credits earned, deliver daily lessons in core subjects, and verify student participation. Synchronous learning will be course and/concept specific, during structured periods throughout the school day - delivery will be teacher to student and/or cohort and will include live Zoom lessons and meetings and recorded lessons in Google Meets with shared documents and/or other reflective activities that are written or oral response. All asynchronous work will be crafted with a time-to-value schoolwork rubric to ensure the minimum of 240 minutes are achieved each day. Staff will complete a student weekly engagement and daily participation log to verify this engagement and instructional minutes as well as to identify students who are at-risk for learning loss.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Administration have received comprehensive training through The Distance Learning Playbook Institute. All teachers will receive professional development in the The Distance Learning Playbook (Corwin Press) as part of an ongoing, collaborative professional development series aimed at best practices in distance learning and remote instructional practices. Teachers and support staff will also receive training in instructional best practices and targeted intervention strategies, specific to each site, by the YCOE Curriculum and Instruction Director and the Youth Advocate. Staff will also continue to be trained in Edgenuity instruction and engagement, Google Classroom, Zoom tools, and Telehealth applications.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The standard expectation of high quality educational lessons and teacher delivery has not changed as a result of distance learning; however, the instructional and service delivery have both been changed to remote formats. Staff will continue to provide the same level of care, relationship, and instruction as they would with in-person learning and daily site attendance.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

During distance learning practices, support for students requiring extended services will be provided virtually. However, adhering to all YCOE safety protocols and the Targeted, Specialized Support and Services at School guidelines, as part of the Guidance for Small Cohorts/Groups of Children and Youth in site-based settings, and as appropriate and necessary, on-site supports will be provided to students with exceptional needs individually and/or in small student cohorts. Students' social-emotional well-being are monitored consistently by the YCOE Youth Advocate and supports are provided through formal and informal needs assessment-based processes and services are

determined and resources provided. The Youth Advocate identifies areas of need for students in foster care and experiencing homelessness and contacts the YCOE Prevention Coordinator, within a timely manner, to organize and implement services directly with the student, either through virtual means or in-person, adhering to all safety protocols adopted by YCOE. The Youth Advocate also notifies the appropriate resource person to provide counseling and mentoring opportunities for each student with unique needs. English learners are assigned to an intervention period to further support core curricula and necessary supports for accessibility.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase ChromeBooks, Hotspots, Access points	225,000	No
Purchase on-line curriculum	175,000	No
Professional Development to support Distance Learning	40,000	No
Purchase laptops for staff to implement Distance Learning	5,000	No
Additional mental health counseling staff allocation	35,000	Yes
Individual student desk cubicles for students at-risk for intensive learning loss	2,500	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

As part of the student Individualized Learning Plan process and in response to anticipated pupil learning loss due to school closures in the second semester of the 2020 school year, staff will review student transcripts, Renaissance assessment data (English and Math), and initial placement assessments in Edgenuity (Reading and Math Skills) and complete individual goals for student learning and strategies to address learning loss gaps. These learning plans will be shared with and analyzed by support and teaching staff to implement targeted intervention to support course accessibility and skill acquisition in ELA, ELD, and Mathematics. Intervention will occur during one-on-one and small group virtual intervention periods, resource staff tutoring, student check-in, targeted Edgenuity support lessons, and resources from our community agency partners for wrap-around supports.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The intention of the Individualized Learning Plan is to accelerate the learning progress for all students, as it is used to identify areas of need and support services for accessing program curriculum and core subject concepts in order to succeed academically, in both the middle and high school programs, but also in dual enrollment partnerships. Edgenuity and Renaissance assessments and built in remediation will best provide meaningful and timely identifiers and solutions that teachers and staff can implement consistently, both in lesson and scaffold development. Further, all students will have opportunities for support services that include counselling, mentorship, and wellness in order to support social-emotional learning and best practice application.

Since the 98% of YCOE students are identified as Low-income, Foster Youth, or English Learners, student needs are individually assessed to provide targeted supports, based on the established tiered system of supports and interventions. English Learners enrolled in our programs, and their families, receive support in the Edgenuity learning platform through elected instruction in the home language and program tutoring specific to language and subject matter acquisition. Further, support will regularly check in with these students and families, in the conversational home language, to ensure the coordination of appropriate supports. In addition to these supports, our students receive academic support appropriate to their individual needs, which may include Tier II and/or Tier III interventions and services and access to community partnerships specific to English Learner academic, social, and emotional needs. Students additionally engage in courses with integrated English Language Development (ELD) support as well as maintaining access to designated ELD courses through Edgenuity.

Countywide coordination of services, at the county level, for Foster and Homeless Youth include providing continued case management services to students and families through site-based youth advocacy and mentoring services. The school team, led by the Youth Advocate, is assessing the student and family's needs and making referrals to YCOE and community resources, as appropriate (housing, food, mental health, and technological resources), all in a consistent effort to meet the base needs of our students, which would make the educational

component more relevant and meaningful. The educational program is working community partners to support interagency collaboration, school stability, and information sharing.

Teachers and staff continue to provide targeted support to low income students, based on specific needs related to educational program success in Distance and Remote Learning platforms. All learning and technology resources are made available, free of charge, to all families. In addition, teachers are providing delivery of equitable instructional materials for students who may be unable to pick up materials or face other challenges in accessing the Distance Learning curriculum. Further, students are provided with Chromebooks and hotspots to access the digital learning curriculum, access support services, interface with teachers and staff, and attend virtual classes .

For students with exceptional needs (Tier II and above), appropriate goals are embedded in the IEP along with appropriate ELD strategies. In addition, specialized resources are being made available to students through the Individualized Education Plan process.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of these strategies will be measured by the ability of students to earn credits towards graduation through consistent ILP contribution and update, including regular transcript and graduation plan evaluation, attendance review, goal completion, and support service involvement. Student engagement will be measured through CDE Engagement and Participation Logs review; these logs reflect active program engagement and will be the basis for teacher analysis and compared analysis to other student program contribution - targeted supports will be set by teachers and administration based on these collaborative reflections. Finally, monitoring of daily attendance by the registrar, through Aeries, and tracked by administration, will rapidly identify students meeting or exceeding the 60% threshold of absences and will allow for immediate response and contact.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Mental health services through YCOE will be monitored through a case management system. One-one contact will be documented and reported. Case management systems will include but are not limited to student demographics, contact services, and any assessments used to assess the well-being of pupils. Evaluations by check ins will be provided to students to monitor any mental health needs that may arise. Services that may arise that cannot be provided by YCOE will be referred to outside agencies and resources that may service the youth. Resources and agencies include but are not limited to Yuba County Child Protective Services, Sutter-Yuba Behavioral Health, and Yuba County Victim Witness. Staff will also have access through email, verbal, and posted communications regarding resources that are available to our community. Staff will be provided professional development opportunities to identify and service youth with mental health needs. These professional development opportunities include but again are not limited to Restorative Practices, Crisis Prevention Intervention, Trauma Informed Care, Positive Behavior Intervention and Support (PBIS), Living Works Suicide Awareness, and other mental health related professional development opportunities. This holistic approach is aimed to address trauma and other mental health impacts correlated with COVID-19.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Built into the master schedule, for each day, is time allocated for student check-in (Advisory period); teachers will check in with students to engage in conversation related to the ILP, supports needed, and an overall review of daily participation. Further, students who do not attend daily Advisory, and depending on Tier placement, Intervention, will be contacted by teachers and/or resource and support staff daily. In addition, the Youth Advocate, school registrar, and administration will track student engagement through the submitted CDE Pupil Engagement and Participation Log template, teacher and staff feedback, and tracked assignments in Edgenuity and provide intensive tiered interventions to students who have missed more than 60% of instructional days during any given week. These interventions include home visits, phone calls, parent contacts, learning platform check-ins, wellness checks, and collaboration with county agency partners.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

During Distance Learning and throughout the 2020-21 school year, students attending a YCOE Alternative Education program will be provided breakfast and lunch meals free of charge by the district of residence (MJUSD). Meals are served on campus, adhering to all state mandates and county guidelines; although meals coincide with a campus master schedule, times are publicized on the Yuba County Office of Education website. Once in-person instruction resumes, students will be provided meals free of charge from our partnership with Marysville Joint Unified School District. These meals will be individually packaged, delivered, and consumed in accordance with local health guidelines.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
N/A	N/A	0	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.93%	377,736

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Yuba County's court and county community schools; Harry P. B. Carden and Thomas E. Mathews student population has such a significantly high percentage of unduplicated students, typically near 100%, that both school programs focus on actions that are most effective in meeting the needs of the county's most at-risk student population. Although the Covid-19 pandemic has exponentially increased the barriers to our students' positive engagement in their education, our services will continue to be improved for the high needs students including foster youth, English Learners and low-income students through what we strongly believe to be the best research-based practice: the implementation of a Multi-tiered System of Support (MTSS). Whether in a full distance learning model or in a hybrid model when in-person instruction resumes, increased and improved services target identified needs based on continual root cause analysis using the most recent qualitative data available from both local and state assessment data. Services provided will continue to address students' individual academic, behavioral, and social emotional needs, as documented in students ILPs. Our system of continuous improvement, especially since the Covid pandemic began, recognizes the critical need to provide a comprehensive program of both prevention and intervention services to prevent students from entering the Juvenile Justice system, and reduce the rate of recidivism for students already in the system. By doing so, we anticipate meeting students immediate needs due to the increased negative impacts of Covid, as well as on-going student outcomes in each of the required state priorities will show a positive effect.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The unduplicated student count in Yuba County Office of Education court and community schools remains nearly 100%. Therefore, all services in the 2019-20 school year continue to be aligned to the intensive needs of the at-risk student populations served. The actions and services specifically identified as demonstrating improved and increased services for unduplicated students go significantly beyond 11.93% increase to the basic program. These research-based services will be continued to meet the academic, social emotional and college and career readiness skill needs of Foster Youth, English Language Learner and Low Income students in our programs.

YCOE juvenile court school, and community school have predominately low income students with a high mobility rate. There is a significant need to differentiate instruction to meet the various academic, social emotional and career readiness skill needs of all students, whether they are present for short or long term enrollment. Our system of continuous improvement most recent analysis continues to show that whether currently incarcerated, on probation, probation referred or at risk of being referred, all our students demonstrate many of the at-risk behaviors that align with the criminogenic needs (factors) of incarcerated adults. Therefore, we continue to recognize the critical need to provide a comprehensive program of both prevention and intervention services to prevent students from entering the Juvenile Justice system, and reduce the rate of recidivism for students already in the system. In doing so, the student outcomes for each of the state required priorities will also show a positive effect.

The following continuing services have been specifically identified as increasing or improving services beyond the base program:

- Increased mental health counseling with a Social Emotional Learning Prevention Assistant position to provide group and one on one counseling for students, as well as support our Restorative Practices (RP) training for all staff and the implementation of RP Circles for students.
- Addition of mental health counseling through a Transition Coach position secured with grant funding.
- Positive Behavior Intervention and Supports (PBIS) to provide a school wide system of increasing student engagement and attendance, positive behavior, demonstrated to reduce student suspension, increase student learning outcomes.
- Behavior Specialist to provide trauma informed care training for staff and parents to assist in eliminating barriers to student engagement at school.
- Restorative Practice training for all court & community staff including Probation department staff; a research based approach demonstrated to increase positive student engagement & attendance as well as reduce discipline referrals and suspension.
- Parent Project classes demonstrated to reduce recidivism and improve student learning outcomes.
- Provide Probation Officer to support multi-tiered interventions for students on probation, referred by probation or identified at risk of being on probation, as well as support student engagement and attendance.
- Provide Student Resource Officer to support multi-tiered interventions for students at risk of entering the juvenile justice system, as well as support student engagement and attendance.
- Youth Advocate Coordinator and Youth Employment Program Prevention Assistant position to provide coordinated services including academic, behavioral, social emotional goals as well as college and career readiness goals
- Transition Specialist position to coordinate a multi-agency approach to provide wrap around services for youth exiting our schools and returning to school of residence successfully.
- Foster Youth Services Coordinating Program (FYSCP) Program staff created a Padlet for FYS, mental health, tobacco intervention, and homeless programs.
- FYSCP Prevention Specialist position to coordinate the provision of services to children and youth, including CFTs, tutoring, and supporting enrollment in secondary educational placements.

Thomas E. Mathews
1127 E Street
Marysville, CA 95901

Fax: (530) 634-7608

Bobbi Abold, Principal

Phone: (530) 741-6349

Middle School (Gr. 7-8) Instructional Materials Survey
2020-2021
ELA

**Yuba County Office of Education Alternative Program Board-approved adopted
English Language Arts textbooks:**

Grade	Adopted Textbooks/ Instructional materials	Number of Students Enrolled	Number of Textbooks available	ISBN Number	Sufficient	Insufficient
7	Character Based Literacy	0	20	ISBN based on the book that students are reading	Yes	
8	Character Based Literacy	1	20	ISBN based on the book that students are reading	Yes	

Jennifer Morrison
Director of Curriculum and Instruction, YCOE

8/17/2020
Date

Instructional Materials Survey for compliance with Education Code Sections 1240 (i) and 60119
Adopted from CDE template
Updated 7/14/09

Thomas E. Mathews
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High School Instructional Materials Survey
2020-2021
ELA

**Yuba County Office of Education Alternative Program Board-approved adopted
English Language Arts textbooks:**

Grade	Adopted Textbooks/ Instructional materials	Number of Students Enrolled	Number of Textbooks available	ISBN Number	Sufficient	Insufficient
9	Character Based Literacy	4	20	ISBN based on the book that students are reading	Yes	
10	Character Based Literacy	7	20	ISBN based on the book that students are reading	Yes	
11	Character Based Literacy	11	20	ISBN based on the book that students are reading	Yes	
12	Character Based Literacy	12	20	ISBN based on the book that students are reading	Yes	

Jennifer Morrison
Director of Curriculum and Instruction, YCOE

8/17/2020
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Middle School (Gr. 7-8) Instructional Materials Survey
2020-2021
Math

Yuba County Office of Education Alternative Program state-adopted Math textbooks:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
7	McDougal Littell Pre-Algebra	0	5	0618726519	Yes	
8	McDougal Littell Algebra	1	4	0618726527	Yes	

Jennifer Morrison
Director of Curriculum and Instruction, YCOE

8/17/2020
Date

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High School Instructional Materials Survey
2020-2021
Math

Yuba County Office of Education Alternative Program Board-approved adopted Math textbooks:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
9	McDougal Littell Algebra	4	4	0-618-72652-7	Yes	
10	McDougal Littell Algebra	7	7	0-618-72652-7	Yes	
11	McDougal Littell Algebra	11	0	0-618-72652-7		Yes see attached details
12	Prentice Hall Geometry	12	15	0-13-133997-4	Yes	

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McDougal Little Algebra Insufficiency Details

- Insufficiencies were identified during the Williams' Complaint investigation 2019-20
- The numbers of Board-approved math textbooks were insufficient
- The numbers of pilot materials that had not yet gone through the approval process were and are sufficient
- TEM began the approval process for new curriculum, however, once COVID-19 created school closures, the process was interrupted
- We have developed a timeline to bring the full adoption process to the Board in October and November 2020
 - October 2020: New Curriculum Proposal
 - *Technology-based platform for remote and blended learning
 - November 2020: Submission for Approval

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Middle School (Gr. 7-8) Instructional Materials Survey
2020-2021
Science

Yuba County Office of Education Alternative Program adopted Science textbooks:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
7	Holt Life Science	0	1	0-03-042657-X	Yes	
8	Holt Physical Science	1	3	0-03-042659-6	Yes	

Jennifer Morrison
Director of Curriculum and Instruction, YCOE

8/17/2020
Date

Instructional Materials Survey for compliance with Education Code Sections 1240 (i) and 60119
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Middle School (Gr. 7-8) Instructional Materials Survey
2020-2021
Science

Yuba County Office of Education Alternative Program adopted Science textbooks:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
7	Holt Life Science	0	1	0-03-042657-X	Yes	
8	Holt Physical Science	1	3	0-03-042659-6	Yes	

Jennifer Morrison
Director of Curriculum and Instruction, YCOE

8/17/2020
Date

Instructional Materials Survey for compliance with Education Code Sections 1240 (i) and 60119
Adopted from CDE template
Updated 7/14/09

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Middle School (Gr. 7-8) Instructional Materials Survey
2020-2021
History/Social Science

Yuba County Office of Education Alternative Program state-adopted History textbooks:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
7	Pearson Prentice Hall Medieval and Early Modern Times	0	1	013187477	Yes	
8	Pearson Prentice Hall America: History of Our Nation	1	11	0131307312	Yes	

Jennifer Morrison
Director of Curriculum and Instruction, YCOE

8/17/2020
Date

Instructional Materials Survey for compliance with Education Code Sections 1240 (i) and 60119
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Updated 7/14/09

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High School Instructional Materials Survey
2020-2021
History/Social Science

Yuba County Office of Education Alternative Program board-adopted textbooks:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
9	Globe Fearon American History	4	10	0130238090	Yes	
10	Globe Fearon World History	7	17	013023992	Yes	
11	Globe Fearon American History	11	17	1030238090	Yes	
12	McGraw-Hill Civics Today	12	19	0078803033	Yes	

Jennifer Morrison
Director of Curriculum and Instruction, YCOE

8/17/2020
Date

Instructional Materials Survey for compliance with Education Code Sections 1240 (i) and 60119
Adopted from CDE template
Updated 7/14/09

JOINT RESOLUTION

RESOLUTION OF THE SUPERINTENDENT OF SCHOOLS AND THE BOARD OF EDUCATION IN THE COUNTY OF YUBA, STATE OF CALIFORNIA IN THE MATTER OF: RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS AT THOMAS E. MATHEWS

Resolution No. 2020-04

THE BOARD OF EDUCATION AND THE SUPERINTENDENT OF SCHOOLS OF THE COUNTY OF YUBA DOES HEREBY RESOLVE AS FOLLOWS:

WHEREAS, the governing board of Yuba County Office of Education, in order to comply with the requirements of Education Code Section 60119, held a public hearing September 16, 2020 at 4:30 p.m., which is on or before the eighth week of school (between the first day that students attend school and the eighth week from that day) and which did not take place during or immediately following school hours; and

WHEREAS, the governing board provided at least 10-day notice of the public hearing posted in at least three public places within the county that stated the time, place, and purpose of the hearing, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Yuba County Office of Education; and

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home; and

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

Mathematics Grade 9, 10 English/Language Arts Social Studies Science See Attached; and

WHEREAS, insufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

Mathematics Grade 11 and

WHEREAS, the insufficient textbooks or instructional materials listed above were not provided due to the following reasons:

Mathematics Grade 11 textbooks that are sufficient in number are not board approved

Therefore, it is resolved that for the 2020-21 school year, the Yuba County Office of Education has not provided each pupil with sufficient textbooks and instructional materials consistent with the cycle and content of the curriculum framework, and:

Be it further resolved, that the following actions will be taken to ensure that all students have sufficient textbooks or instructional materials in all subjects that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which the determination is made:

Mathematics curriculum are scheduled to be recommended for approval by the Yuba County Board of Education for approval as per the Yuba County Superintendent of Schools Policy SP 6161.1 in October 2020

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes; and

WHEREAS, laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Laboratory materials were purchased and/or made available as needed for lab classes; and

NOW, THEREFORE, BE IT RESOLVED, that we, the Yuba County Board of Education and Yuba County Superintendent of Schools, do hereby resolve that for the 2020-21 school year, the Yuba County Office of Education has provided each pupil in Thomas E. Mathews with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks with the exception of Mathematics Grade 11 as detailed herein.

I, Dr. Francisco Reveles, Superintendent of Schools in the County of Yuba, State of California, do hereby certify that this resolution, proposed jointly by the Yuba County Board of Education and Yuba County Superintendent of Schools, was duly passed and adopted at a regular meeting thereof assembled this 16th day of September, 2020, by the following vote, to wit:

AYES:
NOES:
ABSENT:

This resolution shall take effect upon its adoption.
PASSED AND ADOPTED the 16th day of September 2020.

ATTEST:

Francisco Reveles, Ed.D.
Secretary to the Yuba County Board of Education

Francisco Reveles, Superintendent
Yuba County Office of Education

Desiree Hastey, President
Yuba County Board of Education

JOINT RESOLUTION

RESOLUTION OF THE SUPERINTENDENT OF SCHOOLS AND THE BOARD OF EDUCATION IN THE COUNTY OF YUBA, STATE OF CALIFORNIA IN THE MATTER OF: RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS AT YCOE SPECIAL EDUCATION PROGRAMS

Resolution No. 2020-05

THE BOARD OF EDUCATION AND THE SUPERINTENDENT OF SCHOOLS OF THE COUNTY OF YUBA DOES HEREBY RESOLVE AS FOLLOWS:

WHEREAS, the governing board of Yuba County Office of Education, in order to comply with the requirements of Education Code Section 60119, held a public hearing September 16, 2020 at 4:30 p.m., which is on or before the eighth week of school (between the first day that students attend school and the eighth week from that day) and which did not take place during or immediately following school hours; and

WHEREAS, the governing board provided at least 10-day notice of the public hearing posted in at least three public places within the county that stated the time, place, and purpose of the hearing, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Yuba County Office of Education; and

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home; and

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

Mathematics English/Language Arts Social Studies Science See Attached; and

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes; and

WHEREAS, laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Laboratory materials were purchased and/or made available as needed for lab classes; and

NOW, THEREFORE, BE IT RESOLVED, that we, the Yuba County Board of Education and Yuba County Superintendent of Schools, do hereby resolve that for the 2020-2021 school year, the Yuba County Office of Education has provided each pupil in YCOE Special Education Programs with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

I, Dr. Francisco Reveles, Superintendent of Schools in the County of Yuba, State of California, do hereby certify that this resolution, proposed jointly by the Yuba County Board of Education and Yuba County Superintendent of Schools, was duly passed and adopted at a regular meeting thereof assembled this 11th day of September, 2020, by the following vote, to wit:

AYES:
NOES:
ABSENT:

This resolution shall take effect upon its adoption.
PASSED AND ADOPTED the 16th day of September 2020.

ATTEST:

Francisco Reveles, Ed.D.
Secretary to the Yuba County Board of Education

Francisco Reveles, Superintendent
Yuba County Office of Education

Desiree Hastey, President
Yuba County Board of Education

Learning Continuity and Attendance Plan Template (2020–21)

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

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

To understand the impact the COVID-19 pandemic has had on our school community one must first understand who YCCPCS is in relationship to our larger community. YCCPCS is a Dashboard Alternative School Status (DASS) or alternative school. We came into existence over twenty years ago to meet the needs of students who were not successfully completing other local school programs, including grade school. In order to motivate students to complete their education, YCCPCS has a vocational focus, filling a need in Marysville and our surrounding communities that had not been addressed before our inception. YCCPCS is organized to serve students and families who have chosen an Individual Learning Program for some of, but not limited to, the following reasons:

Many of our students have not experienced success in traditional school settings. They come to us for a variety of reasons: flexible schedule offered, our specialized vocational opportunity with Career Technical Education (CTE) onsite training, small class size, hands-on learning, and some are attracted to the idea of faster credit acquisition allowing them to catch up because they are credit deficient or are interested in early graduation. Many of our students are at-promise, they may have absentee problems, emotional distress or behavioral issues, teen parenting, other socio-economic issues, health issues, and some have experienced, and/or are currently experiencing unpredictable and traumatic life conditions, which include absentee parent(s), emotional, physical, and sexual abuse, neglect, and mental illness. Often, the traumatic narratives of the personal lives of students are revealed to staff when staff members are responding to student behaviors (acting out, lack of progress, etc.). Some are homeless or foster children.

YCCPCS strives to create a safe environment for all of our students. A significant amount of teacher, administrative, and staff effort is spent counseling students, de-escalating behaviors, interacting with students to get to know them and guide them, etc. Staff are frequently collaborating with each other about the needs of the students and trying to understand how best to support them. For some students, YCCPCS is the only constant and consistent place they have.

Our non-classroom based, Independent Study (IS) program, provides individualized pacing and one-on-one meetings with a Supervising Teacher. Students can concentrate on credit recovery based on their individual needs and get to have a choice of which CTE class to explore.

Even though our students are often on-site for only two to three hours a week, COVID-19 has greatly affected our school community and our connection to our students and families. Our students rely on their connection with their Supervising Teacher and our support staff to access their educational materials and to provide direct instruction in areas where support is needed and desired. For many, the YCCPCS site is one of the few places students and family members feel safe to come and connect with someone outside of their home.

The COVID-19 pandemic exacerbates the trauma our students and their families experience by creating an air of uncertainty. We communicate in a variety of formats so our families understand the decision-making at the site is dependent on the district directives, which are aligned with directives from local health authorities. Despite knowing why in-person instruction is not starting this fall 2020, our students and families are re-traumatized because they seek consistency, change is very difficult. Many of our families are exhibiting an unusual increase of symptoms around emotional distress including, but not limited to intense feelings of anger, frustration, anxiety, and depression. Some of the major impacts on our students and families, which they have communicated to us, are:

Lack of access to internet or weak internet

Loss in academic growth and development

Economic stress related to job loss of a family member

Pressure on students to assist with childcare

Managing schedules, getting students regulated: emotionally, sleep, and nutritionally

Additional stress on parents to facilitate learning in the home

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Engaging stakeholders in the YCCPCS learning community is a top priority by site administration. Historically, school-home communication has been challenging. In recent months, more effort has been focused on utilizing the school website, starting social media profiles, sending email blasts, and using the School Messenger and now Parent Square.

COVID-19 restrictions required a pivot to a variety of communication channels to solicit input from families, students, staff, and our authorizer, the Yuba County Office of Education (YCOE) in developing the LCP.

A family survey was distributed through our School Messenger, including voice messages and text and the survey link was posted on our Facebook page and school website to elicit feedback on our education programs. We ended the 19/20 school year with approximately 220 students, and we received eight parent surveys back.

Over the summer some certificated staff, classified staff, and administration from both our academic side and our Career Technical Education (CTE) side have been working together to develop a solid model for our non-classroom based, Independent Study (IS) program.

During Professional Learning time together with certificated, classified, and administrative staff, during the week of August 10 – 14, 2020 we had a significant amount of time to plan and develop our needs, services, and instructional plans for fall 2020.

During our enrollment with students starting the week of July 27, 2020, we have talked with our parents and students regarding their immediate concerns around education and social emotional health. As we often do, we have unique and individual needs we are attempting to address that will be included in this plan.

During the second half of July and into mid-August, YCCPCS has been collaborating with Marysville Joint Unified School and T.E. Matthews (a YCOE program) to collaborate on our meal delivery program.

YCCPCS staff collaborated with our Authorizer, YCOE, on our social emotional programming and suicide prevention services, technology planning, and how to best serve our foster and homeless students. During our YCCPCS professional development time, the draft of the LCP was reviewed with all YCCPCS staff and suggestions were made regarding returning to school, delivery of technology to students, and the importance of social emotional connections with our students and families. All of the suggestions have been incorporated in the plan and being fully implemented.

On August 20, 2020 we held a Public Hearing that was published through Parent Square with emails, texts, and phone calls, social media platforms, and posted on our door. It was also published directly to our YCCPCS staff and to our authorizer YCOE. Our public hearing was attended by seven YCCPCS shareholders. The feedback regarding the plan was that it was developed well and with student success as a focus.

[A description of the options provided for remote participation in public meetings and public hearings.]

The YCCPCS governing board is an Advisory Committee which meets quarterly. Our school site has held two Advisory Committee meeting since the pandemic outbreak. Included in the information about the Advisory Committee meetings is a Google Meet link where members of our school community are able to join in by video or phone call. The YCCPCS charter authorizer, YCOE, also holds public board meetings which have agendas and minutes posted publicly on the YCOE website. The agendas include a link to the Google Meet meetings with access information.

[A summary of the feedback provided by specific stakeholder groups.]

Feedback from parents, students, staff, and our Authorizer, has driven the development of this plan. The overwhelming response from all stakeholders is they want in person instruction as soon as it is safely possible. Other feedback has been around, but not limited to:

- 1) Students who don't have an appropriate device to do school work on, will the school provide?
- 2) When technology does not work for a student, what will be our response?
- 3) How much time can I get with a student/teacher or other support staff and how till this time happen?
- 4) Are there behavioral/mental health services available?

5) Training for all parties on technology and curriculum platforms.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

All aspects of this LCP have been influenced by our most recent stakeholder input including but not limited to, the In-Person Instructional Offerings, Distance Learning Program, Professional development needed, how roles at the site could change and how to meet the unique needs of students. One thing that has support the development of this plan is that YCCPCS had just submitted our WASC Report on March 5, 2020 and we had been slated for a WASC Accreditation visit at the end of March 2020. Because of the COVID-19 pandemic this visit did not taken place, but we had just developed an action plan with stakeholder input and has been the foundation of our work moving forward as we over virtual instruction and support to our students.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

On July 17, 2020 Governor Newsom ordered that schools in counties on the “COVID-19 California Watch List” may not physically open for in-person instruction for the fall 2020 semester. Because YCCPCS sits in Yuba County, which is on the Governor’s Watch List, our school will be opening with non-classroom based, Independent Study program with virtual meetings and possible appointments with students for no longer than fifteen minutes with COVID-19 safety protocols in place to allow for connection and drop off and pick up of instructional materials. This will continue until we have the ability, and it is deemed safe, to reopen schools physically for in-person non-classroom based, IS instruction and support classes and services. As soon as we are able, YCCPCS will offer blended and flexible programs including in-person classes, cohort collaboration, and one-on-one appointments with supervising teachers and other support staff. This much higher level of flexibility will allow our school to accommodate the variety of student/family needs while responding flexibly to any changes in directives from district and community health authorities. Safety protocols at our site were developed by YCOE in conjunction with directives by the local health authorities. YCCPCS site administration will ensure the protocols are enacted and implemented. Although the protocols continue to develop congruent to directives from health authorities, below are some of the precautions being taken:

Employees (and all site visitors) must wear a facial covering at all times with the exception of being in their own personal workspace, in which masks are optional when no one else is at their space.

Facial coverings are required in all conference rooms and staff lounge. When eating in the staff lounge, facial coverings may be removed when 6 feet of social distancing is ensured.

Employees are required to notify their direct supervisor immediately if they have been exposed to the virus or are showing symptoms.

Employees are to stay home if they are exhibiting symptoms including: fever or chills, cough, headache, fatigue, shortness of breath or difficulty breathing, runny nose with colored mucus, sore throat, nausea, vomiting, diarrhea, new loss of taste or smell.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Prepare campus for safe social distancing congruent to state/local health authorities	\$ 3,375	N
Develop adaptable strategies that can be revised depending on the level of viral transmission in the school and throughout the community and done with close communication with state and/or local public health authorities		
Enact policies appropriate for individual student's developmental stage		
Consider and accommodate the diversity of students and families, especially for vulnerable populations, with the goal of safe return to school		
Collaborate with learning community so no student is excluded from learning opportunities unless required in order to adhere to local public health mandates or because of unique medical needs		
Support the overall health and well-being of all students and their families. Policies should be consistently communicated in languages other than English, if needed.		

Distance Learning Program

Continuity of Instruction

Because YCCPCS was not a one-to-one device school before the pandemic struck, ongoing staff support has been necessary to ensure high-quality virtual independent learning opportunities for students. Efforts are being made to secure more devices and hotspots for students and staff. YCCPCS has provided a more robust training for staff on the Google Suite and all associated apps. There is a significant disparity in the technology skills from one staff member to another, between teacher and student, and between students. Time and ongoing training will assist with this, but these are steps taken so far:

Flexible program options are being developed (cohort learning, hub learning) so students can receive the level of support they need, and the school can accommodate the shifts required by pandemic mandates

A program (complete with curriculum) of targeted learning opportunities is being developed to support students in a more independent learning environment

Virtual learning opportunities with a generous scope in content will occur on a consistent schedule to shelter and support students who need said support including extended virtual classroom hours to accommodate students/families who need support after school hours

Individual training provided to teachers on Google Meet, teaching them how to set calendar appointments with Google Meet, share documents with students, and teaching them how to access and share online educational materials

A number of new devices have been provided to students to engage with their teachers in Google Meet, work on the learning materials, and submit them back to their teachers via Google Classroom

Local efforts continue to be made to secure hotspots

Teachers have been provided and will continue to be provided professional learning opportunities to increase their skills in doing virtual non-classroom-based learning including but not limited to: the navigation of Google classroom meetings, encouraging student engagement, creating or access videos and delivering content

Teachers are actively adjusting curriculum to include relevant lessons related to today's current conditions

Implementation of a modified version of MTSS: Teachers will identify students who they either have been unable to reach, are struggling with the new format and completing credits, or who are demonstrating high levels of emotional needs and refer them to our paraprofessional, academic advisor or school administration

Administration has reached out to families who were not engaging with teachers in the early COVID-19 days

Teachers have also notified Administration when a student or parent has requested behavioral health support

Special Education teachers have been actively engaged in their cases with individual online meetings with students and parents to support their students at home

Teachers have been highly flexible while maintaining high expectations for their students in their engagement and completion of work

Teachers have been highly accommodating to students - meeting online with students' early morning or later in the evening to accommodate student needs

A Google Curriculum Drive is being built to provide access to site curriculum electronically

Curriculum is under an ongoing Cycle of Inquiry to ensure it is addressing standards and student needs

Access to Devices and Connectivity

As a school offering individual learning plans, YCCPCS continuously responds to the needs of students in their varying circumstances. In the pandemic environment, the focus of the school's efforts shifted specifically to increased access and use of technology by staff and students to facilitate virtual independent learning. As soon as it became clear that our site could close down, we immediately started engaging

students and families in conversations to prepare for the possibility and assessing the connectivity and teachers and support staff surveyed device needs of our students. After the closure of the building, the home-school connections continued via a variety of methods: direct communication with students and families through phone calls, emails, mailing, stopping by students' homes with appropriate social distancing, etc. The information gleaned from these contacts was compiled on a spreadsheet, shared with staff and continues to be ongoing.

YCCPCS has a site technology coordinator who has been instrumental in ensuring access to devices and connectivity. Immediate action by site administration and collaboration with the district technology administrator resulted in the purchase of more Chromebooks for students and staff use; these devices are being checked out to students/staff using appropriate safety protocols. For all YCCPCS students to have internet access, it will be necessary to purchase more Chromebooks. Some students still need hotspots, and YCCPCS continues to attempt to secure them, but the site has not yet received them.

Frequent attempts to contact students and families have been instrumental in assessing unique circumstances. Few students have no internet at all, and few live in areas of spotty reception. Continued efforts to obtain hotspots will help with these issues. Teachers are flexibly prepared to provide learning materials on paper and have the ability to put curriculum on a thumb drive when necessary. Our tech department is also boosting our Wi-Fi signal outside our building so families could if they are able come outside the building with their school issued device, download their assignments and make them available offline.

There are not many cases where students are unable to access devices and connectivity. A larger issue during early COVID days was a lack of student engagement by some students who interpreted messages from state officials of, "do no harm" to mean they would not be responsible to complete work. The message both early on and ongoing is clearly being delivered, via a variety of communication methods that it is necessary to remain engaged. Some students and families have been, and continue to be, overwhelmed by the pandemic environment and became unmotivated to engage. We are open to any method necessary to deliver content: online, on paper, through mail, on a thumb drive, and on some occasions staff have made home visits.

Pupil Participation and Progress

As a non-classroom based, IS program where students move through material at their own pace and according to their Individual Learning Plan, the YCCPCS curriculum has embedded opportunities for students to demonstrate standards mastery on their own timetable. Additionally, curriculum is scoped and sequenced to build knowledge, and students turn work into teachers via email, miscellaneous online platforms, through mail, or dropped off onsite with appropriate social-distance protocols. Assessed work drives teachers' decisions for subsequent learning opportunities, and targeted feedback helps support students in the areas they need to develop. Pacing guides outline value of activities and projects and teachers apply and supply appropriate interventions, supports, and accommodations. As a non-classroom based, IS school, systems are already in place, which track student work. Most activities include Depth of Knowledge (DOK) questions and inquiry, which acts as formative assessments as students gain skills or demonstrate areas still needing targeted learning opportunities. Units include required Performance Tasks and culminating Performance-Based Assessments, which benchmark mastery as students continue to build skills.

Supervising teachers set appointments online with their students to support them as they have in the past, but instead of meeting in-person they will be doing so in a virtual environment. When needed, fifteen-minute in-person support meetings have been endorsed by district and community health authorities with all COVID-19 safety measures being observed. These meetings will focus on social-emotional needs and

be are a time to exchange learning materials between teachers and students while also confirming close communication channels are available and functioning.

Generously structured (multi-grade level support, multi-course support) drop in hours in several content areas will provide both the flexibility and the range of support that is needed by students. Teachers will be available to address specific questions and will be available to facilitate cooperative learning opportunities. Students may be referred to drop in hours or support by a site paraprofessional by supervising teachers recognizing their students need more instruction.

Distance Learning Professional Development

Supporting staff members in the transition to integration of more technology tools and necessary program changes is imperative to maintain positive relationships among staff. Part of demonstrating that understanding is recognizing that, like students and families, staff members also need their social and emotional needs addressed. With the understanding that educators derive a strong sense of well-being from efficacy, ongoing professional learning activities in a supportive atmosphere are key. Educators at YCCPCS are encouraged to explore the best ways to connect with and support students and will be given time and flexibility to collaborate with others and implement what they learn.

Keeping communications lines between students, families, and educators open will help guide independent learning efforts, knowing what learning methods are most effective will then drive professional learning opportunities.

Successful implementation of the more flexible instructional program model at YCCPCS will result in a high level of engagement of all stakeholders in the learning community. In order to achieve a high level of engagement, educators will have access to relevant learning opportunities and time to practice and implement those evidence-based practices. Site administration has organized the staff of YCCPCS into focus groups to facilitate Professional Learning Community (PLC) model that will give structure to future professional learning opportunities. Innovative ideas to engage staff online or in person (with appropriate social distancing protocols) will support educators as they take risks to address student needs in new ways.

Staff at YCCPCS have been highly responsive when adjusting to the current methods being used to engage students. Plans for the PLC model will continue to roll forward because site administration still deems using PLCs as one of the best ways to implement professional learning, but some of the intention of the PLC collaborations will shift during this time. This will be especially true at the beginning of the year while staff and students are creating norms for pandemic circumstances. Immediate needs will be addressed as they arise, and as the norms create systemic and systematic changes, more time will be available to move forward with the Cycles of Inquiry originally planned.

Site administration works closely with teachers and engage in highly communicative dialogs to ensure teachers have a high level of efficacy and feel empowered to serve students.

Staff Roles and Responsibilities

In a general way, most staff roles and responsibilities of affected staff haven't changed much as a result of COVID-19. Efforts on campus are focused on realizing the vision of YCCPCS and making ongoing progress in enacting the school's mission. Supporting students in their

individual learning is the top priority, so shifts (especially in the use of technology) were made in order to support students more in a virtual environment. Site administration adapted to provide support to stakeholders in virtual environments and in person as appropriate.

There are some specific pivots our staff have made to address immediate needs. Our site technology coordinator’s efforts multiplied while supporting all stakeholders in acclimating to the increased use of tech tools. Teachers and administration have been helping create online access to YCCPCS curriculum. Administrative focus also shifted to organize efforts to provide technology and internet access to students. Other staff and teachers focused efforts to make learning materials available to students in whatever format made it most accessible to the individual student. Paraprofessionals shifted from helping in classes to helping facilitate distribution of tech and helping teachers connect with students. As we open for fall 2020 with non-classroom based students doing virtual meetings with their supervising teacher, our paraprofessionals responsibility has shifted as they will be available virtually and by phone to support students when supervising teachers recognize a need for support. Our paraprofessionals have the capacity to support in academic subjects and technical support on our various virtual platforms.

Our staff is flexible and focused on serving students, so it has been possible to redirect attention fairly seamlessly. The only staff roles which would not be feasible in a remote environment would be our front desk attendant who receives site visitors and operates our phone systems and our paraprofessional who manages our nutrition program and delivers meals to families in a drive through setting.

Supports for Pupils with Unique Needs

Over 70% of students at YCCPCS are either English learners, low-income, foster youth, pupils with exceptional needs, or pupils experiencing homelessness. YCCPCS will continue to provide individualized support to the unique needs of our myriad students during this time of virtual meetings. Our English learners will continue to access EDGE curriculum through book, pdf, and electronic form. Our students who require accommodations outlined in a 504 plan will be accommodated as needed in a virtual learning environment, and tangible materials are also available. Resource teachers have close contact with students with Individual Education Programs (IEPs), and ongoing meetings are scheduled as required and deemed necessary. Our foster care and/or students experiencing homelessness are contacted via phone and email when available to ensure their needs are met. The transient nature of our homeless population makes communication challenging. Hotspots are needed to provide internet access to students who don’t have consistent cell phone service.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Preparation of ELD learning materials to be accessible in online and/or printed format	\$100	Y
Preparation of learning materials and new curriculum to be accessible in format appropriate for all students including foster youth/homeless	\$6,160	N
Meals distributed on site for all students including low-income, foster youth, homeless students	\$15,638	N

Description	Total Funds	Contributing
Chromebooks and hot spots (including network access) to be provided to all students including foster youth, English learners, homeless, and low-income students	\$56,149	N

Pupil Learning Loss

In all content areas and CTE pathways, YCCPCS is being proactive in addressing pupil learning loss. Our program has been restructured to allow time every Monday for teachers to collaborate about curriculum and learning material. Many informative assessments are being built into the curriculum to determine mastery of standards. Students work in grade level materials which are scaffolded and individualized for any gaps in understanding. Online tutoring and virtual drop-in classes provide opportunities for students to work with a teacher, administrator, or paraprofessional. Students who disengaged from instruction last spring have been tracked. Using administrative and teacher data, students in need of intervention have been identified and staff, teachers, and administrators have reached out. Multiple staff members in varying capacities have reached out to students to retain and reestablish connections with students and families. Because many of the students at YCCPCS had already experienced trauma before COVID-19, the site is prepared to manage learning loss related to trauma. The emotional needs of all stakeholders are met by meeting in-person if ever possible, and online frequently to continue interacting and seeing each other.

More specifically, learning loss will be assessed in the following areas in the following ways: Renaissance/STAR is an important system at YCCPCS to gauge student progress. These assessments are being organized to administer in a virtual environment so teachers can continue utilizing the data to drive and target instruction.

1. English language arts and Math: Ren/STAR testing will continue. Students and parents are being provided information for how to take the Renaissance assessments at home on their school issued Chromebook. The results of the STAR assessments provide insights to teachers of both students' reading ability and math skills including any gaps in understanding related to CCSS. Embedded in the newly redesigned ELA curriculum and the Big Ideas Math curriculum are myriad opportunities for formative and summative assessments to gauge mastery of CCSS.
2. English language development (ELD): A beginning-of-the year EDGE assessment will determine reading ability of students and students will receive targeted instruction based on their individual mastery of CCSS.

Pupil Learning Loss Strategies

Over 70% of students at YCCPCS are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness, so the strategies explicated in the "Pupil Learning Loss" section above apply here. However, because of the specific needs of various populations, some strategies will be tailored to their group. Learning loss strategies will differ for:

1. English Learners: Bilingual staff members will be key in communicating with stakeholders about the needs of our English learners. Keeping open lines of communication and creating an atmosphere will help instructional staff target learning opportunities.
2. Low-income pupils: Low-income students will need support in accessing curriculum because of inconsistent internet. Efforts to provide technology and teach students how to use their technology both "online" and "offline" will be key.

3. Foster youth may be in transient circumstances and will need assessment to determine how to focus learning opportunities so gaps in learning can be addressed.
4. Pupils with exceptional needs: YCCPCS students with exceptional needs receive targeted attention through 504 plans and IEP plans. Frequent meetings with students, families, and other staff will ensure students' gaps in understanding are addressed.
5. Pupils who are experiencing homelessness: Homeless students will need learning materials provided in a format appropriate for their situation. Contact may be infrequent and likely via cell phone. If/when appropriate, materials may be brought to the student(s) in person using appropriate social distancing protocols. The need for food for homeless students will be assessed so students can either receive food at the school building (with appropriate protocols) or at another site more convenient to the student(s).

Effectiveness of Implemented Pupil Learning Loss Strategies

In order to measure the effectiveness of the services or supports provided to students to address learning loss, a variety of assessment instruments will be utilized. Ren/STAR tests will be administered at intervals to ensure student development and mastery of standards. Performance tasks and performance assessments will ensure knowledge is being built over the course of the curriculum. Formative assessments are being embedded in the curriculum for the purposes of progress monitoring. Teachers will use data from formative assessments immediately to adjust their instruction and ensure students' progress toward learning goals.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Aeries will be used to manage local data and collect, house, and disaggregate on a regular basis.	\$21,390	N
Regularly scheduled cycles of inquiry around student data in focus groups will give grade-level teams and other staff time to collaborate.	\$51,737	Y
Regular and consistent communication in a variety of modes will continue with families in the learning community.	\$300	N
Intentional plans to meet the social–emotional needs of students will ease anxiety prior to asking students to demonstrate learning.	\$25,425	Y
Staff administering the assessments will clarify the purpose of diagnostic assessments.	\$4865	N
Interventions will occur through video conferences.	\$5497	N
Scaffolding and frequent feedback will be provided for specific task assignments.		
Organizational/Life skills such as time management and maintaining a daily written agenda will be taught through discussion, meaningful content interaction, and high-order thinking questions will be embedded in the curriculum.		
Learning goals will be created with and clearly established and explicitly communicated to students.	\$475	N

Mental Health and Social and Emotional Well-Being

Through a variety of communication channels, YCCPCS will engage with families to help families feel comfortable on the school campus. Site administration will engage with staff to help them feel comfortable about being on the site by communicating regularly through email, Google Meet, and in-person (with appropriate social distancing protocols). YCCPCS is actively integrating SEL activities in newly developed content and On-boarding curriculum. Professional learning opportunities will happen every Monday and throughout the school year. Trauma-informed and SEL trainings and workshops will provide opportunities for professional growth. Staff will provide non-academic-focused check-ins with students through social media, email, and drop-ins during virtual classes.

YCCPCS has Multi-Tiered Systems of Support (MTSS) in place to support our at-risk students. Staff members who would typically offer support in a classroom will instead be offering virtual support. Teachers will determine students who need support. Attendance data and credits earned, which corresponds to work and assessments completed, will indicate to the teacher which students need support. The teacher will then refer students to paraprofessionals who will connect with students and families to intervene. Should this support not be effective, school administration will be the third tier of support.

Because the students we serve are at-risk, learning loss and credit deficiency are some typical reasons that have brought students to our door. All staff are experienced in helping students recover from learning loss and contribute to supporting students. Because of the small size of the school, collaboration is easy and happens frequently in planned and ad hoc (virtual) meetings to ensure students continue to grow and develop.

Depending on a student's need, which the academic advisor, Vice Principal, and Principal/School Counselor can help assess, our site has a Mental Health Counselor and Transitional Coach available. If the student or family would prefer to access mental health services off campus, we have our local Sutter Yuba Behavioral Health, one of our community partners available to support YCCPCS students and families.

Pupil and Family Engagement and Outreach

Because of the air of uncertainty caused by the COVID-19 pandemic, some students struggled with engagement in learning opportunities. The following reengagement strategies will be used for students and their families (including in languages other than English) who are/were absent from independent learning. Additionally, these strategies will support students at risk of learning loss:

Reaching out to students and families

- Information will be easily accessible and provided in multiple formats and languages
- When needed, learning will be brought to the learner through the use of technology or dropping off/mailing learning materials
- High-need groups will be targeted through our MTSS process to ensure necessary services are rendered
- Through in-person, online, phone and other methods, lasting meaningful relationships will be established/maintained

Addressing social and emotional needs

- Non-academic support will be built into programs and curriculum, including a new school planner with school and community resources, graduation planning opportunities, a planning calendar, school phone numbers and emails, and many items to support students and families in their connection to the school and the organization of their instructional program
- A student-sensitive approach to wellbeing will be taken
- Meaningful relationships will be built within the learning community
- Intensive support will be given through guidance, counselling, monitoring, and follow-up
- Whole community or student/family intervention will be provided
- School based Mental Health Services, Transitional Coach, and community resources will be available

Core learning

- Learning will be less formal and more relevant
- Literacy or number skill development needs will be prioritized
- More applied or hands-on learning opportunities will be implemented in curriculum
- More integration of technology in the programs

CTE Pathways

- CTE pathways will become more embedded in the program
- More connections with community, colleges, and other institutions
- More integration of work/career-based learning

School Nutrition

As a smaller charter school sitting within the Marysville Joint Unified School District boundaries, we have had an ongoing MOU with MJUSD to provide meals through a Federal Grant and all students in Yuba County, we will continue to for the 2020-2021 school year. We will collaborate with one of the county schools and jointly offer our families a "drive through" meal plan where they can pick up a "hot lunch", supper, and breakfast for the following day. YCCPCS staff will inform students and families during their enrollment process and we will make ParentSquare system calls, post notice on our front door, provide direct fliers, put on our website, and on our Facebook page with Meal Specific information including, but not limited to: the location and times when drive through meals are being provided. When our site is able to offer in-person learning opportunities, we will resume meals in our cafeteria.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students

Required Descriptions

Understanding that the COVID-19 pandemic would first affect our most vulnerable students, YCCPCS considered the needs and circumstances of our foster youth, English learners, and low-income students. How these students will be able to access services in our school and in our community became prioritized in staff formal and ad hoc discussions. The need to supply these students with technology and internet connection was deemed a top priority, and plans were formulated quickly for acquiring the needed technology, remaining in contact with our learning community students and families, and distributing the resources to the students. Some students in early COVID days were unable to use the technology due to their individual circumstances, so paper learning materials were provided. Because of the transient nature of some foster and low-income youth, and the inconsistency of changing phone numbers and addresses, some students were not reachable for several weeks. When contact was made, needed information for connecting to services at the school or community was provided.

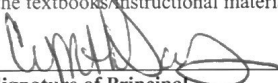
Our unduplicated students receive additional services, more time and resources are expended in connecting with these students and their families/guardians. Their trauma history requires more mental health and emotional support from school staff. More effort is expended by school staff to seek resources in the community to address the needs of our unduplicated students.

Yuba County Career Preparatory Charter School
Middle School Level (6-8)
Instructional Materials Survey
2020-2021
English/Language Arts

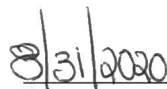
Please list the board approved textbooks/instructional materials being used at your school for Grades 6-8 on the form below:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
6	Holt Literature & Language Introductory course	2	33	0030564913		
7	Holt Literature & Language First Course	8	12	0030564921		
8	Holt Literature & Language Second Course	10	12	003056493X		

I Cynthia Soares, confirm that the number of purchased textbooks/instructional materials listed on this inventory form represent an accurate and current inventory of the textbooks/instructional materials at my school site.



Signature of Principal



Date

Yuba County Career Preparatory Charter School
Middle School Level (Gr. 6-8)
Instructional Materials Survey
 2020-2021
History

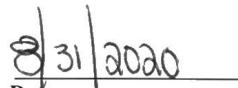
Please list the board approved textbooks/instructional materials being used at your school for Grades 6-8 on the form below:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
6	Ancient Civilizations	2	15	0131817469		
7	Medieval and Early Modern Times	8	29	013187477		
8	America History of Our Nation	10	16	0131307312		

I Cynthia Soares, confirm that the number of purchased textbooks/instructional materials listed on this inventory form represent an accurate and current inventory of the textbooks/instructional materials at my school site.



 Signature of Principal



 Date

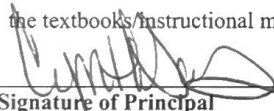
Instructional Materials Survey for compliance with Education Code Sections 1240 (i) and 60119
 Adopted from CDE template
 Updated: 6/10 eea

Yuba County Career Preparatory Charter School
Middle School Level (Gr. 6-8)
Instructional Materials Survey
 2020-2021
Math

Please list the board approved textbooks/instructional materials being used at your school for Grades 6-8 on the form below:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
6	MathLinks	2	200			
7	MathLinks	8	200			
8	MathLinks	10	400			

I, Cynthia Soares, confirm that the number of purchased textbooks/instructional materials listed on this inventory form represent an accurate and current inventory of the textbooks/instructional materials at my school site.



 Signature of Principal

8/31/2020

 Date

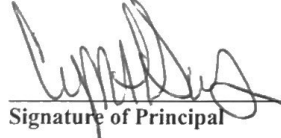
Instructional Materials Survey for compliance with Education Code Sections 1240 (i) and 60119
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Yuba County Career Preparatory Charter School
Middle School Level (Gr. 6-8)
Instructional Materials Survey
 2020-2021
Science


Please list the board approved textbooks/instructional materials being used at your school for Grades 6-8 on the form below:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
6	Holt Earth Science	2	79	0030426588		
7	Holt Life Science	8	63	003042657X		
8	Holt Physical Science	10	42	0030426596		

I Cynthia Soares, confirm that the number of purchased textbooks/instructional materials listed on this inventory form represent an accurate and current inventory of the textbooks/instructional materials at my school site.



 Signature of Principal



 Date

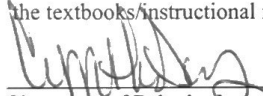
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 Adopted from CDE template
 Updated: 6/10 eea

**Yuba County Career Preparatory Charter School
High School
Instructional Materials Survey
2020-2021
English/Language Arts**

Please list the board approved textbooks/instructional materials being used at your school for Grades 9-12 on the form below:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
9-12	The instructional materials are built on the CA State Board of Education's English Language Arts/English Language Development Framework. Instructional materials include ERWC modules and supplemental IMET-evaluated rigorous, expository-focused texts, rhetorical writing strategies, and authentic writing tasks. (Adopted by YCCPCS Advisory Committee on 7/20/2020 as a 20/21 pilot curriculum)	198	Unlimited	Free Online		Yes

I Cynthia Soares, confirm that the number of purchased textbooks/instructional materials listed on this inventory form represent an accurate and current inventory of the textbooks/instructional materials at my school site.



Signature of Principal


Date

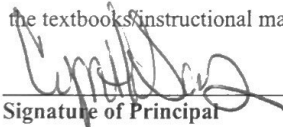
Instructional Materials Survey for compliance with Education Code Sections 1240 (i) and 60119
Adopted from CDE template Updated: 6/10 eea

**Yuba County Career Preparatory Charter School
High School
Instructional Materials Survey
2020-2021
History/Soc. Studies**


Please list the board approved textbooks/instructional materials being used at your school for Grades 9-12 on the form below:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
9	World Geography/Cultures Glencoe	27	61	9780078799952		
10	Globe World History	72	97	0130239925		
11	Globe American History	53	91	0130238090		
12	Civics Today; Citizenship Economics and You-reproducible Economics; Principles and Practies - Glencoe	40 20	60 50	0078803098 9780078799976		

I Cynthia Soares, confirm that the number of purchased textbooks/instructional materials listed on this inventory form represent an accurate and current inventory of the textbooks/instructional materials at my school site.



Signature of Principal



Date

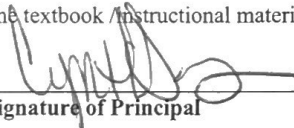
Instructional Materials Survey for compliance with Education Code Sections 1240 (i) and 60119
Adopted from CDE template
Updated: 6/10 eea

Yuba County Career Preparatory Charter School
High School
Instructional Materials Survey
2020-2021
Math

Please list the board approved textbooks/instructional materials being used at your school for Grades 9-12 on the form below:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
9-12	Consumer Math -	198	Reproducible			
9-12	Big Ideas Integrated Math I- Text Big Ideas Integrated Math I - Online	198	37 180	9781680331127		
9-12	Big Ideas Integrated Math II- Text Big Ideas Integrated Math II- Online	198	24 50	9781680330687		
11-12	Next Gen Personal Finance (NGPF, 2020) Internet based unlimited use (Approved by YCCPCS Advisory Committee on 7/20/2020 as a 20/21 pilot curriculum)	108	Free Online			

I Cynthia Soares, confirm that the number of purchased textbooks/instructional materials listed on this inventory form represent an accurate and current inventory of the textbook /instructional materials at my school site.



Signature of Principal



Date

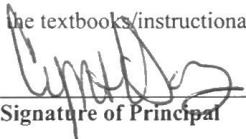
Instructional Materials Survey for compliance with Education Code Sections 1240 (i) and 60119 Adopted from CDE template
Updated 6/10/2020

Yuba County Career Preparatory Charter School
High School
Instructional Materials Survey
 2020-2021
Science

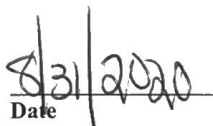
Please list the board approved textbooks/instructional materials being used at your school for Grades 9-12 on the form below:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks	ISBN Number	Sufficient	Insufficient
9-12	Glencoe Earth Science	46	76	0078664283		
10	PH Biology	36	69	0132013495		
9-12	Glencoe Physical Science	23	145	0078600510		
12	Glencoe Chemistry Glencoe Physics	0 0	18 29	0078258707 007823896X		

I Cynthia Soares, confirm that the number of purchased textbooks/instructional materials listed on this inventory form represent an accurate and current inventory of the textbooks/instructional materials at my school site.



 Signature of Principal



 Date

Instructional Materials Survey for compliance with Education Code Sections 1240 (i) and 60119 Adopted from CDE template
 Updated: 6/10 eea