

YUBA COUNTY BOARD OF EDUCATION

935 14th Street
Marysville, CA 95901

Agenda

September 9, 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 9, 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: 942 5484 2547
Password: 818199

<https://zoom.us/j/94254842547?pwd=dC9ib3lLVzdDbmZVQ05raVNSRFBCZz09>

or

One tap mobile
+16699009128,,94254842547# US

or

Dial by your location
+1 669 900 9128 US

PUBLIC PARTICIPATION:

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

AGENDA

1. CALL TO ORDER, ATTENDANCE, AND PLEDGE OF ALLEGIANCE
2. APPROVAL OF AGENDA **ACTION ITEM**
3. CONSENT AGENDA **ACTION ITEM**
 - 3.1 APPROVAL OF AUGUST 12, 2020 BOARD MEETING MINUTES – Pages 1-7
 - 3.2 ACCEPTANCE OF \$10,055 DONATION FROM THE RIVERS CHURCH – Page 8
 - 3.3 ACCEPTANCE OF \$1,100 DONATION FROM DONOR’S CHOOSE – Page 9
 - 3.4 ACCEPTANCE OF \$7,277 DONATION FROM DONOR’S CHOOSE – Page 10
 - 3.5 TEMPORARY COUNTY TEACHER CERTIFICATES – Page 11

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

4. PUBLIC COMMENTS ON NON-AGENDA ITEMS

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

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

5. SUPERINTENDENT’S REPORT

- 5.1 THIS ITEM PROVIDES AN OPPORTUNITY FOR THE DIRECTORS/SUPERINTENDENT/BOARD MEMBERS TO SHARE VARIOUS ITEMS OF INTEREST **INFORMATION ITEM**
- 5.2 COMMUNITY ENGAGEMENT LIASON UPDATE **INFORMATION ITEM**
Amy Nore
- 5.3 SUBMISSION OF CERTIFICATED EMPLOYEES ASSOCIATION OPENERS FOR 2021-2022 NEGOTIATIONS (YCCEA/CTA/NEA) – Pages 12-13 **INFORMATION ITEM**

Requests have been submitted to the Superintendent from the Certificated Employees Association asking that this item be placed on the agenda as required by law. No action is necessary.

5.4 PUBLIC HEARING ACTION ITEM
CERTIFICATED OPENERS

This is a routine process required by law to allow the public an opportunity to comment on the certificated openers.

5.5 YUBA COUNTY BOARD OF EDUCATION ACTION ITEM
APPOINTMENT DUE TO FAILURE TO ELECT
TRUSTEE AREA 3 – Pages 14-17
Halee Pomeroy

When a vacancy occurs because no candidate or an insufficient number of candidates have been nominated (i.e., a failure to elect), the Board shall appoint a qualified person to the office. This appointment shall be made at a meeting prior to the day fixed for the election and the appointee shall be seated at the organizational meeting. (Education Code 5328) When an appointment is being made because of a failure to elect, the county shall publish a notice once in a newspaper of general circulation. This notice shall state that the Board intends to make an appointment and shall inform persons of the procedure available for applying for the appointment. (Education Code 5328.5)

Recommend the Board call for a Provisional Appointment for Trustee Area 3

6. EDUCATIONAL SERVICES

6.1 PUBLIC HEARING ACTION ITEM
LEARNING CONTINUITY PLAN
(LCAP (2)) - Pages 18-30
Bobbi Abold

In accordance with Senate Bill 98, and California Education Code Section 43509, prior to its adoption, the Learning Continuity Plan shall be presented at a public hearing of the governing board/body of the LEA for review and comment by members of the public.

6.2 NOTIFICATION TO YCCPCS'S AUTHORIZING INFORMATION ITEM
GOVERNING BOARD OF DASS ELIGIBILITY
(ED CODE 520529 (d)) – Pages 31-33
Cynthia Soares

YCCPCS DASS Coordinator submitted the "School Status Form" on June 5, 2020 to the CDE. YCCPCS meets the threshold of 70% to be eligible to be a DASS school.

7. FISCAL SERVICES

7.1 REQUEST TO OPEN ADDITIONAL "VIRGINIA ACTION ITEM
SCHOOL STUDENT ACCOUNTS" - Page 34
Violette Begley

Virginia School currently has one Student Account that is used for managing student fundraisers, donations to the classroom and fun extra-curricular activities for the students within the Virginia School student body. Because so many different classrooms have various activities that track for each classroom separately, they are requesting to open a separate account for each classroom for better tracking of each account.

Recommended the Board approve opening the proposed Virginia School Student accounts.

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

9. ADVANCED PLANNING
 - 9.1 NEXT REGULAR BOARD MEETING **INFORMATION/**
SEPTEMBER 16, 2020 – 4:30P.M. **ACTION ITEM**
VIA ZOOM TELECONFERENCE

10. 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.

| TOPIC | DISCUSSION | ACTION TAKEN |
|---|---|--|
| 1. CALL TO ORDER | President Desiree Hastey called a regular meeting of the Yuba County Board of Education to order at 4:30pm virtually via Zoom conference. | CALLED TO ORDER: 4:30pm |
| ATTENDANCE, PLEDGE OF ALLEGIANCE | Present via Zoom conference were; Desiree Hastey, Marjorie Renicker, John Nicoletti, Alisan Hastey and Eva Teagarden. Marjorie Renicker led the recital of the Pledge of Allegiance. | QUORUM PRESENT |
| 2. APPROVAL OF AGENDA | President Desiree Hastey directed board members to the August 12, 2020 Agenda for their review and approval. | MOTION: To approve the August 12, 2020 Agenda. MOTION: Alisan Hastey SECOND: Eva Teagarden ROLE CALL VOTE: Marjorie Renicker – Aye Alisan Hastey – Aye Eva Teagarden – Aye John Nicoletti – Aye Desiree Hastey – Aye MOTION APPROVED |
| 3. CONSENT AGENDA | President Desiree Hastey directed board members to the August 12, 2020 Consent Agenda for their review and approval. 3.1 Approval of Minutes of July 8, 2020 Board meeting 3.2 Approval of Minutes of July 27, 2020 Board meeting 3.3 Temporary County Teacher Certificates | MOTION: To approve the August 12, 2020 Consent Agenda MOTION: John Nicoletti SECOND: Eva Teagarden ROLE CALL VOTE: Marjorie Renicker – Aye Alisan Hastey – Aye Eva Teagarden – Aye John Nicoletti – Aye Desiree Hastey – Aye MOTION APPROVED |

| TOPIC | DISCUSSION | ACTION TAKEN |
|--|--|--------------|
| <p>4. PUBLIC COMMENTS ON NON-AGENDA ITEMS</p> | <p>There were no comments from the public.</p> | |
| <p>5. SUPERINTENDENT'S REPORT</p> | <p>5.1 This Item Provides an Opportunity for the Directors/Superintendent/Board Members to Share Various Items of Interest</p> <p>Dr. Reveles shared the following items:</p> <ul style="list-style-type: none"> • YCOE Working Together to Overcome Challenges Related to COVID-19 • YCOE Regular Communication with Bi-County Health Officer Continues • Overview of Zoom Conference – Yuba/Sutter Private & Charter Schools with Bi-County Health Officer • Discussion Regarding CA COVID-19 Cases – State Glitch • Working Remotely at YCOE – Efforts to Decrease COVID-19 Exposure • CCSESA Update – Peter Birdsall <p>Amy Nore shared the following items:</p> <ul style="list-style-type: none"> • Overview of Recent Training at Yuba County Health & Human Services – COVID-19 Related Training with Dr. Homer Rice <p>Bobbi Abold shared the following items:</p> <ul style="list-style-type: none"> • LCP (LCAP 2) Overview <p>Trustee Nicoletti brought forward the topic of Academic Decathlon. All related questions were answered.</p> | |

| TOPIC | DISCUSSION | ACTION TAKEN |
|---------------------------------------|--|---|
| <p>6. EDUCATIONAL SERVICES</p> | <p>6.1 Public Hearing – Certification of State Instructional Materials Sufficiency</p> <p>President Desiree Hastey called to order at 5:08pm, a Public Hearing of the Yuba County Board of Education regarding the Certification of State Instructional Material Sufficiency at Harry P.B. Carden School.</p> <p>Bobbi Abold led the discussion. There were no comments from the public.</p> <p>President Desiree Hastey adjourned the Public Hearing at 5:12pm.</p> <p>6.2 Adoption of Resolution No. 2020-04 Regarding Sufficiency of Instructional Materials at Harry P.B. Carden School</p> <p>Bobbi Abold made a recommendation to the Yuba County Board of Education to adopt Resolution No. 2020-04 regarding sufficiency of instructional materials at Harry P.B. Carden School.</p> | <p>MOTION: To call to order a public hearing MOTION: John Nicoletti SECOND: Alisan Hastey ROLL CALL VOTE: Marjorie Renicker – Aye Alisan Hastey – Aye Eva Teagarden – Aye John Nicoletti – Aye Desiree Hastey – Aye PUBLIC HEARING CALLED TO ORDER: 5:08pm</p> <p>PUBLIC HEARING ADJOURNED: 5:12pm</p> <p>MOTION: To adopt Resolution No. 2020-04 as presented. MOTION: Marjorie Renicker SECOND: John Nicoletti ROLE CALL VOTE: Marjorie Renicker – Aye Alisan Hastey – Aye Eva Teagarden – Aye John Nicoletti – Aye Desiree Hastey – Aye MOTION APPROVED</p> |

| TOPIC | DISCUSSION | ACTION TAKEN |
|---|--|--|
| | <p>6.3 Approval of 2020-2021 Consolidated Application Part I</p> <p>Bobbi Abold made a recommendation to the Yuba County Board of Education to approve the 2020-2021 Consolidated Application Part I.</p> | <p>MOTION: To approve the 2020-2021 Consolidated Application Part I as presented. MOTION: Alisan Hastey SECOND: John Nicoletti ROLE CALL VOTE: Marjorie Renicker – Aye Alisan Hastey – Aye Eva Teagarden – Aye John Nicoletti – Aye Desiree Hastey – Aye MOTION APPROVED</p> |
| <p>7. POLICY REVIEW/ UPDATE/ADOPTION</p> | <p>7.1 Public Hearing – Review and Preparation of Conflict of Interest Code for the Yuba County Board of Education</p> <p>President Desiree Hastey called to order at 5:15pm, a Public Hearing of the Yuba County Board of Education regarding review and preparation of an updates Conflict of Interest Code for the Yuba County Board of Education.</p> <p>There were no comments from the public.</p> <p>President Desiree Hastey adjourned the Public Hearing at 5:17pm.</p> <p>7.2 Adoption of Board Bylaws – BB 9270 & E 9270 Conflict of Interest</p> <p>Halee Pomeroy directed trustees to the June 26, 2020 Conflict of Interest – Local Biennial Report, Notice and recommended updates to:</p> <ul style="list-style-type: none"> • BB 9270 Conflict of Interest | <p>MOTION: To call to order a public hearing MOTION: Eva Teagarden SECOND: Marjorie Renicker ROLL CALL VOTE: Marjorie Renicker – Aye Alisan Hastey – Aye Eva Teagarden – Aye John Nicoletti – Aye Desiree Hastey – Aye PUBLIC HEARING CALLED TO ORDER: 5:15pm</p> <p>PUBLIC HEARING ADJOURNED: 5:17pm</p> <p>MOTION: To adopt BB 9270 and E 9270 – Conflict of Interest as presented MOTION: Alisan Hastey SECOND: John Nicoletti</p> |

| TOPIC | DISCUSSION | ACTION TAKEN |
|-----------------------|--|---|
| | <ul style="list-style-type: none"> • E 9270 Conflict of Interest (Exhibit) <p>It was recommended that the Board adopt Board Bylaw 9270 and Exhibit 9270 – Conflict of Interest as presented.</p> <p>7.3 Adoption of Resolution No. 2020-05 – Resolution Adopting a Conflict of Interest Code</p> <p>Halee Pomeroy reviewed Resolution No. 2020-05 – Resolution Adopting a Conflict of Interest Code and recommended Board adoption. All questions were answered.</p> <p>7.4 Adoption of Board Bylaws – BB 9321 & E 9321 – Closed Session</p> <p>Halee Pomeroy presented the recommended updates to Board Bylaw 9321 and Exhibit 9321 – Closed Session. There were no questions.</p> | <p>ROLE CALL VOTE: Marjorie Renicker – Aye Alisan Hastey – Aye Eva Teagarden – Aye John Nicoletti – Aye Desiree Hastey – Aye MOTION APPROVED</p> <p>MOTION: To adopt Resolution No. 2020-05 as presented. MOTION: John Nicoletti SECOND: Alisan Hastey ROLE CALL VOTE: Marjorie Renicker – Aye Alisan Hastey – Aye Eva Teagarden – Aye John Nicoletti – Aye Desiree Hastey – Aye MOTION APPROVED</p> <p>MOTION: To adopt BB 9321 and E 9321 – Closed Session as presented MOTION: John Nicoletti SECOND: Marjorie Renicker ROLE CALL VOTE: Marjorie Renicker – Aye Alisan Hastey – Aye Eva Teagarden – Aye John Nicoletti – Aye Desiree Hastey – Aye MOTION APPROVED</p> |
| 8. OTHER ITEMS | There were no other items to come to the attention of the Board. | |

| TOPIC | DISCUSSION | ACTION TAKEN |
|------------------------------------|--|---|
| <p>9. ADVANCED PLANNING</p> | <p>9.1 Next Regular Board Meeting September 9, 2020 – 4:30pm Via Zoom Conference</p> <p>9.2 Request to Hold Regular Board Meeting September 16, 2020 – 4:30pm Via Zoom Teleconference</p> <p>Recommend the Board hold a Regular Meeting of the Yuba County Board of Education via Zoom teleconference on Wednesday, September 16, 2020 at 4:30pm. The meeting is required to meet new Learning Continuity Plan requirements.</p> <p>9.3 November 11, 2020 Regular Board Meeting Scheduled on Holiday – Veterans Day – Request to Reschedule</p> <p>Recommend the Board reschedule the November 11, 2020 regular Board meeting to Thursday, November 12, 2020 at 4:30pm.</p> | <p>MOTION: To hold a regular Yuba County Board of Education Meeting on September 16, 2020 at 4:30pm via Zoom teleconference MOTION: John Nicoletti SECOND: Marjorie Renicker ROLE CALL VOTE: Marjorie Renicker – Aye Alisan Hastey – Aye Eva Teagarden – Aye John Nicoletti – Aye Desiree Hastey – Aye MOTION APPROVED</p> <p>MOTION: To reschedule the November 11, 2020 Board meeting to Thursday, November 12, 2020 at 4:30pm via Zoom teleconference MOTION: John Nicoletti SECOND: Alisan Hastey ROLE CALL VOTE: Marjorie Renicker – Aye Alisan Hastey – Aye Eva Teagarden – Aye John Nicoletti – Aye Desiree Hastey – Aye MOTION APPROVED</p> |
| <p>9. ADJOURNMENT</p> | <p>There being no further business for discussion, the meeting adjourned at 5:28pm.</p> | <p>MOTION: To adjourn the Yuba County Board of Education Meeting MOTION: Alisan Hastey SECOND: John Nicoletti ROLE CALL VOTE: Marjorie Renicker – Aye</p> |

| TOPIC | DISCUSSION | ACTION TAKEN |
|-------|------------|--|
| | | Alisan Hastey – Aye Eva Teagarden – Aye John Nicoletti – Aye Desiree Hastey – Aye MEETING ADJOURNED: 5:28pm |

Respectfully submitted,

Recorded by:
Halee Pomeroy

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

08/12/2020

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

Dear President Desiree Hastey and Members of the Board,

Please accept the generous donation of \$10,055 from The Rivers Church to provide supplies and materials to the Yuba County Office of Education Mentoring Program.

Thank you for your consideration of accepting this donation

Sincerely,

Brendon Messina
Youth Advocate Coordinator

August 21, 2020

Board of Education

YUBA COUNTY OFFICE OF EDUCATION

935 14th Street

Marysville, CA 95901

RE: DONOR'S CHOOSE

Dear Members of the Board:

On behalf of the students and staff of the YCOE Elementary Special Education Program at Wheatland Elementary. I request you accept the generous donation from Donor's Choose for 10 Kindle Fire Tablets totaling \$1100.00. This donation will allow students to participate in Distance Learning during Covid-19 precautions.

Thank you for accepting this donation.

Very truly yours,

A handwritten signature in black ink that reads "Jody Kerr". The signature is written in a cursive, slightly slanted style.

Jody Kerr

August 21, 2020

Board of Education

YUBA COUNTY OFFICE OF EDUCATION

935 14th Street

Marysville, CA 95901

RE: DONOR'S CHOOSE

Dear Members of the Board:

On behalf of the students and staff of the YCOE Elementary Special Education Program at Kynoch Elementary-Room 30. I request you accept the generous donation from Donor's Choose for 10 Google Pixel Go Chromebooks totaling \$7277.00. This donation will allow students to participate in Distance Learning during Covid-19 precautions and in the classroom well after students are able to return.

Thank you for accepting this donation.

Very truly yours,

A handwritten signature in black ink that reads "Jody Kerr". The signature is written in a cursive, slightly slanted style.

Jody Kerr

Temporary County Certificates Issued
July 30, 2020 to August 27, 2020

| <u>NAME</u> | <u>CREDENTIAL APPLIED FOR</u> | <u>PREV CRED</u> | <u>TCC EXPIRE</u> |
|------------------|-------------------------------|------------------|-------------------|
| Cariker, Brenna | Short Term Staffing Permit | No | 2/28/2021 |
| Coker, Oluminde | PIP or STSP | Yes | 2/28/2021 |
| Masuda, Michelle | Prelim School Nurse Services | No | 2/28/2021 |

Yuba County Certificated Employees Association

YCCEA/CTA/NEA

August 21, 2020

Dear Dr. Reveles and the Yuba County Board of Education Trustees,

The Yuba County Certificated Employees Association requests reopeners on salaries, benefits and any other subject(s) mutually agreed upon by the representatives of both the Yuba County Superintendent and the Yuba County Certificated Employees Association. We feel it would be in the best interest of maintaining the spirit of good faith of the cooperative negotiations process to specify these requests with the start of Negotiations in the fall of 2020 for the 2021-2022 school year. I look forward to scheduling our first date to meet and calendar our sessions for the rest of the school year.

Sincerely,

Shelby Rider
President
YCCEA/CTA/NEA



Francisco Reveles, Ed.D.
Superintendent of Schools
Yuba County Office of Education
935 14th Street | Marysville CA 95901 | 530.749.490

To: Shelby Rider, YCCEA/CTA/NEA President

From: Francisco Reveles, Yuba County Superintendent of Schools

Date: August 25, 2020

RE: Request for Reopening of Negotiations

The Yuba County Office of Education propose to begin 2021-2022 negotiations without addressing specific demand for salary and benefit changes. It is hoped that agreement in these areas and other identified by the bargaining teams will be reached through an open, good-faith, and cooperative process. Additional issues may well arise from the collective problems solving mature of our negotiating partnership.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Francisco Reveles', is written over a light blue circular stamp.

Francisco Reveles, Ed.D.
Yuba County Superintendent of Schools

FILING HAS CLOSED FOR ALL OFFICES

The following offices **are contested** and will appear on the November 3, 2020 Presidential Election ballot:

| District | # of Seats | Candidates |
|---|------------|---|
| SPECIAL DISTRICTS | | |
| Browns Valley Irrigation District, Division 5 | 1 | Joseph Maslan Nathan J. Sokoloski |
| Camptonville Community Services District (Full Term) | 3 | Tomislav Branimir Jody Deaderick Richard Dickard Sandy Ross |
| North Yuba Water District, Division 1 | 1 | Andrew A. Hill Douglas J. Neilson |
| North Yuba Water District, Division 2 | 1 | Bruce Helft Fred Mitchell |
| North Yuba Water District, Division 3 | 1 | Gary Hawthorne Charles Sharp |
| Olivehurst Public Utilities District, Director at Large 3 | 1 | Michael Morrison Lacey Nelson |
| SCHOOL DISTRICTS | | |
| Marysville Joint Unified School District, Trustee Area 2 | 1 | Gary Criddle Susan E. Scott |
| Marysville Joint Unified School District, Trustee Area 3 | 1 | Margie Evangelista Jim Flurry Alisan Hastey |
| Marysville Joint Unified School District, Trustee Area 4 | 1 | Paul Allison Doug Criddle Monica Oakes |
| Wheatland School District | 2 | Robin Bogdanoff Rebecca Courtright Nikki Crabb Kathy Herbert |
| Wheatland Union High School District | 3 | Patti Agles Greg Forest Brendan McHugh Shawndel Meder |
| Yuba County Board of Education, Trustee Area 4 | 1 | Desiree Hastey Anna Meyerpeter-Newman |

Information regarding the filing status of candidates for municipal offices can be obtained by calling the City Clerk.

SEE PAGE 2 FOR UNCONTESTED OFFICES

The following offices **are not contested** and will not appear on the November 3, 2020 Presidential Election ballot:

| District | # of Seats | Candidates |
|---|-----------------------------|--|
| SPECIAL DISTRICTS | | |
| Browns Valley Irrigation District, Division 4 | 1 | Bill Lowe |
| Camptonville Community Services District | 1 Short Term | Randy Rizzo |
| D-10/Hallwood Community Services District | 2 Full Term 1 Short Term | Leslie Harrison (Short Term) |
| Dobbins-Oregon House Fire Protection District | 3 | Greg Holman Michael E. Lee Jared Ware |
| Foothill Fire Protection District | 2 | Gloria Bozza Doug Escherman |
| Linda County Water District | 2 | Joan C. Saunders |
| Linda Fire Protection District | 2 | Robert Shinn Glen Weldon |
| Loma Rica / Browns Valley Community Services District | 2 | Cathy Kattuah Gary Yarborough |
| Marysville Levee Commission | 3 | Patrick Henry Ajuria Mary Jones John Nicoletti |
| Olivehurst Public Utilities District, Director at Large 1 | 1 | Dennise Burbank |
| Olivehurst Public Utilities District, Director at Large 2 | 1 | Marc Perrault |
| Plumas Brophy Fire Protection District | 2 | John Eachus Martin C Heatlie |
| Smartsville Fire Protection District | 1 | Marcelino Zamora |
| River Highlands Community Services District | 5 | - |
| SCHOOL DISTRICTS | | |
| Camptonville School District | 2 Full Term 2 Short Term | - |
| Marysville Joint Unified School District, Trustee Area 1 | 1 | Randy Davis |
| Plumas Lake Elementary School District | 2 | Michele Perrault David Villanueva |
| Yuba Community College District, Trustee Area 2 | 1 | Dennise Burbank |
| Yuba County Board of Education, Trustee Area 2 | 1 | John Nicoletti |
| Yuba County Board of Education, Trustee Area 3 | 1 | - |

| DATE | ACTIVITY | COMPLETED DATE |
|--|---|----------------|
| August 14, 2020 | Pursuant to Education Code 5090, a vacancy is declared when there has been a "failure to elect," meaning that the County Registrar of Voters has determined that an election will not be held because either no candidate or an insufficient number of candidates have filed to run for a Board seat(s). Education Code 5328 authorizes the Board to make an appointment in such circumstances. | |
| September 10, 2020 to September 30, 2020 | <p>(1) Advertise the vacancy and solicit applications of legally qualified citizens to serve on the Governing Board by the following means:</p> <ul style="list-style-type: none"> • Appeal Democrat (public notice) • Territorial Dispatch (public notice) • Announcement on YCOE website and Facebook page • Post public notice at Yuba County Library, Yuba County Board of Supervisors Office and the YCOE Main Office <p>(2) Provide applications and resource information about the responsibilities of being a Board Trustee to prospective candidates. These materials are available at the YCOE Main Office and on YCOE website.</p> | |
| September 30, 2020 12:00 p.m. | Deadline for candidates to turn in application to the YCOE Main Office, 935 14 th Street, Marysville or by email: halee.pomeroy@yubacoe.k12.ca.us | |
| October 1, 2020 | <p>(1) Application review by a committee consisting of less than a quorum of the Board shall ensure that applicants are eligible for Board membership.</p> <p>(2) Notify Candidates regarding eligibility and next steps</p> | |
| October 1, 2020 | <p>(1) Announcement of candidate names on YCOE website & Facebook page</p> <p>(2) Post announcement at the YCOE Main Office, Yuba County Board of Supervisors Office and Yuba County Library</p> | |
| October 1, 2020 | Candidate applications available for Board members review (confidential information) | 16 |

| | | |
|--|--|--|
| | | |
| October 12, 2020 | Reminder call to all candidates to participate in October 14, 2020 Board meeting | |
| October 14, 2020 Regular Board Meeting | The Board shall interview the candidates at a public meeting, accept oral or written public input, and select the provisional appointee by a majority vote. | |
| October 21, 2020 | <p>Within 10 days after the appointment is made, the Board shall post notice of the actual vacancy and the provisional appointment. The notice shall be published in the Appeal-Democrat and Territorial Dispatch (pursuant to Government Code 6061). Notice will also be posted at Yuba County Library, Yuba County Board of Supervisors Office and the YCOE Main Office. The notice shall also include:</p> <ul style="list-style-type: none"> • the name of the provisional appointee, the date of the appointment and a statement notifying voters that unless a petition calling for a special election (pursuant to Ed Code 5091) is filed in the office of the County Superintendent of Schools within 30 days of the provisional appointment, it shall become an effective appointment. | |
| December 14 , 2020 | The appointee shall take the Oath of Office and be seated at the December 14, 2020 Yuba County Board of Education Annual Organizational Meeting. | |

Any questions or need for assistance should be directed to Halee Pomeroy, Executive Assistant to the Superintendent, 530-749-4853 or by email halee.pomeroy@yubacoe.k12.ca.us



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.



Home of the
BEARS
Yuba County Career Preparatory Charter School

Yuba County Career Preparatory Charter School
Cynthia Soares, MS, Principal
Kristin Ferderber, Assistant Principal
1104 E Street, Marysville, CA 95901
(530) 749-4000 Front Office
(530) 741-6032 Fax

Request for Board Agenda Item:

Date of Board Meeting: Sept 9, 2020

EDUCATIONAL SERVICES

Notification to YCCPCS's authorizing governing board
of DASS eligibility (Ed Code 520529(d))
Cynthia Soares, Principal YCCPCS

INFORMATION ITEM

YCCPCS Schoolwide Learner Outcomes (SLOs)

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

Grow Respect Own Work Love



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September 1, 2020

To: Yuba County Office of Education School Board
From: Cynthia Soares, Principal YCCPCS

RE: NOTICE of Dashboard Alternative School Status (DASS) Eligibility Criteria

To Whom It May Concern,

As a [DASS School](#) we must update our DASS eligibility every three years. The first step in the eligibility process included the "School Status Form" to report the percentage of enrolled YCCPCS students for each high-risk criteria. YCCPCS DASS Coordinator submitted our "[School Status Form](#)" on June 5, 2020 to the CDE.

Students meeting eligibility criteria must be calculated based on unduplicated counts and status upon first entry to YCCPCS. Each student may only be counted once and only in one category. At the time of the count, the total percentage (sum of all categories) of high-risk students must be at least 70 percent of the school's total enrollment to be eligible for DASS.

As a student enrolls, their cumulative educational folder is reviewed by our YCCPCS staff and they keep track and certify that the numbers reported on the "School Status Form" submitted on June 5, 2020 are accurate.

The data submitted is as follows:

| | |
|---|-----|
| Percentage of students Expelled | 4% |
| Percentage of students Suspended | 3% |
| Percentage of students who are Wards of the Court | 0% |
| Percentage of students who are Pregnant and/or Parenting | 3% |
| Percentage of Recovered Dropout Students | 0% |
| Percentage of students who are Habitually Truant | 22% |
| Percentage of students Retained more than once in kindergarten through grade eight. | 0% |
| Percentage of students with a gap in enrollment | 5% |

YCCPCS Schoolwide Learner Outcomes (SLOs)

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| | |
|---|-----|
| Percentage of students with a high level of transiency | 17% |
| Percentage of students who are Foster Youth | 0% |
| Percentage of students who are Homeless Youth | 3% |
| TOTAL percentage of students meeting DASS eligibility criteria or "High-risk students" | 80% |

YCCPCS meets the threshold of 70% to be eligible to be a DASS school. (Please also see the attached [DASS Eligibility Criteria from the CDE website](#) last reviewed on 2/24/2020)

The second step of DASS Participation eligibility includes:

- 1) The DASS Eligibility Certification Form signed by the school principal and County Superintendent
- 2) The YCCPCS Advisory Committee hold a discussion regarding DASS (Sept 1, 2020)
- 3) The YCCPCS Advisory Committee certify that the school's enrollment meets the DASS criteria at the agendaed [Advisory Committee action item on September 1, 2020](#)
- 4) A letter from YCCPCS to our authorizing governing board notifying them of our DASS eligibility (this letter)
- 5) The above listed forms will be uploaded to the state system by Sept 4, 2020 by the YCCPCS DASS Coordinator, Dena Shorey
- 6) Presented to YCCPCS's Authorizer by Cynthia Soares, Principal, at the Sept 9, 2020 YCOE Board Meeting
- 7) All supporting documentation to uploaded to the CDE DASS system on Sept 10, 2020

Respectfully submitted,

Cynthia Soares, Principal
Yuba County Career Preparatory Charter School

YCCPCS Schoolwide Learner Outcomes (SLOs)

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Grow Respect Own Work Love

Yuba County Office of Education
Request to Open Additional Virginia School Student Accounts

Virginia School currently has one Student Account that is used for managing student fundraisers, donations to the classroom and fun extra-curricular activities for the students within the Virginia School student body. Because so many different classrooms have various activities that track for each classroom separately, they are requesting to open a separate account for each classroom for better tracking of each account.

The current account, and the new accounts, will be established with Umpqua bank in Wheatland. The bank has agreed there are no service charges associated with any of the accounts.

All transactions are documented and to receive allocation from a fund a written request must be submitted and signed by one of the current authorized signatures:

Courtney Coburn, Joshua Brock, Jody Kerr, Te'Anna Bendure, Robin Bogdanoff

Below is a list of the proposed savings accounts to be opened:

| | |
|-------------------|---|
| \$1,213.21 | YCOE Virginia School Main Account |
| \$ 532.70 | YCOE Bear River Upper Elementary |
| \$1054.60 | YCOE Kynoch Elementary |
| \$ 461.03 | YCOE Virginia School Booth Fund |
| \$77.57 | YCOE Marysville High School Program Rm 2 |
| \$603.92 | YCOE Bear River Int. |
| \$285.24 | YCOE McKenney Middle School |
| \$534.82 | YCOE Marysville High School Program Rm 1 |
| \$ 331.45 | YCOE Yuba College Rm 1 |
| \$ 95.89 | YCOE Yuba College Rm 2 |