

YUBA COUNTY BOARD OF EDUCATION

1114 Yuba Street
Marysville, CA 95901

Agenda

February 12, 2025



Katharine Rosser

John Nicoletti

Marjorie Renicker

Desiree Hastey

Tracy Bishop

Trustee Area 1

Trustee Area 2

Trustee Area 3

Trustee Area 4

Trustee Area 5



Yuba County Office of Education

Better Together

Rob Gregor

Yuba County Superintendent of Schools

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING
Wednesday, February 12, 2025 – 4:30p.m.
Yuba County One Stop, Beckwourth Room
1114 Yuba Street, Marysville, CA 95901

PUBLIC COMMENTS: Persons wishing to address the Board (Agenda Items and/or Non-Agenda Items) are requested to fill out a “Request to Speak” card before the start of the meeting and give it to the Secretary, Board President, or Superintendent. Individual speakers will be allowed five minutes to address the Board - fifteen minutes total time for public input on each item.

AGENDA

1. CALL TO ORDER, ATTENDANCE, AND PLEDGE OF ALLEGIANCE
2. PUBLIC COMMENTS

This item is being placed on the agenda to allow any member of the public to speak on agenda items and non-agenda items or to share information with the Board.

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

3. APPROVAL OF AGENDA **ACTION ITEM**
4. CONSENT AGENDA **ACTION ITEM**
 - 4.1 APPROVAL OF JANUARY 8, 2025, BOARD MINUTES – Pages 1-4
 - 4.2 TEMPORARY COUNTY TEACHER CERTIFICATES – Page 5
 - 4.3 APPROVAL OF \$12,000 DONATION FROM YUBA RIVER ENDOWMENT – Page 6

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

5. SUPERINTENDENT’S OFFICE
 - 5.1 JOINT PROCLAMATION – SCHOOL BOARD RECOGNITION MONTH – Page 7
Rob Gregor **INFORMATION ITEM**
 - 5.2 COMPREHENSIVE SCHOOL SAFETY PLANS (YCOE & YCCPCS) – Pages 8-97
Amy Nore **ACTION ITEM**

California Education Code (sections 32280-32288) outlines the requirements of all public school districts and county offices of education, operating any schools (including charter schools) serving

grades kindergarten through 12, inclusive, to write and develop a Comprehensive School Safety Plan (CSSP) that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

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

5.4 SUBMISSION OF CLASSIFIED EMPLOYEES' ASSOCIATION OPENERS FOR 2025-2026 NEGOTIATIONS (CSEA) – Pages 98-101 **INFORMATION ITEM**

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

5.5 PUBLIC HEARING CLASSIFIED EMPLOYEES' ASSOCIATION OPENERS FOR 2025-2026 NEGOTIATIONS (CSEA) **INFORMATION ITEM**

6. EDUCATIONAL SERVICES

6.1 YUBA COUNTY OFFICE OF EDUCATION 2024-2025 LCAP MID-YEAR REPORT – Pages 102-121 Bobbi Abold **INFORMATION ITEM**

Education Code 47606.5 was amended in SB 114, in July 2023. Yuba County Office of Education must present a report on the annual update to the LCAP and the LCAP Budget Overview for Parents on or before February 28th of each year at a regularly scheduled board meeting. The report must include all available mid-year outcome data, all available mid-year expenditure and implementation data on all actions.

6.2 YUBA COUNTY CAREER PREPARATORY CHARTER SCHOOL (YCCPCS) 2024-2025 LCAP MID-YEAR REPORT – Pages 122-137 Cynthia Soares **INFORMATION ITEM**

Education Code 47606.5 was amended in SB 114, in July 2023. Yuba County Career Preparatory Charter School must present a report on the annual update to the LCAP and the LCAP Budget Overview for Parents on or before February 28th of each year at a regularly scheduled board meeting. The report must include all available mid-year outcome data, all available mid-year expenditure and implementation data on all actions.

6.3 UPDATE REGARDING MATERIAL VIOLATION OF THE TERMS OF THE YUBA ENVIRONMENTAL SCIENCE (YES) CHARTER – Pages Bobbi Abold **INFORMATION ITEM**

Staff will share an update regarding a material violation of the conditions, standards, or procedures outlined in the approved Charter and the signed Memorandum of Understanding (MOU) between Yuba Environmental Science (YES) Charter and the Yuba County Board of Education.

6.4 EDUCATIONAL SERVICES PROGRAM UPDATE
Bobbi Abold

INFORMATION ITEM

Deputy Superintendent Bobbi Abold will share an update of the Educational Services Programs that are currently being offered to schools, districts, and the community in Yuba County.

7. ADVANCED PLANNING

7.1 NEXT REGULAR BOARD MEETING
MARCH 12, 2025 – 4:30P.M.
LOCATION: YUBA COUNTY ONE STOP,
BECKWOURTH ROOM, 1114 YUBA STREET,
MARYSVILLE, CA 95901

**INFORMATION/
ACTION ITEM**

8. ADJOURN

ACTION ITEM

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

Friday, January 8, 2025 – 4:30 p.m.

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

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	Vice President Bishop called a regular meeting of the Yuba County Board of Education to order at 4:30 p.m. on January 8, 2025, at the Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA.	CALLED TO ORDER: 4:30 p.m.
ATTENDANCE, PLEDGE OF ALLEGIANCE	Present were Marjorie Renicker, Desiree Hastey, and Tracy Bishop. John Nicoletti and Katharine Rosser are absent. Ken Hamel led the recital of the Pledge of Allegiance.	QUORUM PRESENT
2. PUBLIC COMMENTS	There are no public comments.	
3. APPROVAL OF AGENDA	Vice President Bishop directed Board members to the January 8, 2025, Agenda for their review and approval. Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, the Board unanimously approved the January 8, 2025 Agenda as presented.	MOTION: To approve the January 8, 2025, Agenda as presented MOTION: Desiree Hastey SECOND: Marjorie Renicker ROLL CALL VOTE: Marjorie Renicker – Aye Desiree Hastey - Aye Tracy Bishop - Aye MOTION APPROVED (3/0)
4. CONSENT AGENDA	Vice President Bishop directed board members to the January 8, 2025, Consent Agenda for their review and approval. Upon a motion by Trustee Renicker, dully seconded by Trustee Hastey, the Board unanimously approved the January 8, 2025, Consent Agenda as presented.	MOTION: To approve the January 8, 2025, Consent Agenda as presented MOTION: Marjorie Renicker SECOND: Desiree Hastey ROLL CALL VOTE: Marjorie Renicker – Aye

		Desiree Hastey - Aye Tracy Bishop – Aye MOTION APPROVED (3/0)
<p>5. SUPERINTENDENT’S REPORT</p>	<p>5.1 This Item Provides an Opportunity for the Superintendent/Directors/Board Members to Share Various Items of Interest</p> <p>Superintendent Gregor shared the following items of interest:</p> <ul style="list-style-type: none"> • January is School Board Recognition Month – Supporting student success by establishing their local educational agency’s mission, vision, policy priorities, budget and benchmarks. Trustees provide a critical accountability link between schools and the community and offer a level of accessibility to voters that is unrivaled by other public officeholders. • Dec 14 – Olivehurst Christmas Parade • Dec 16 – YCOE Executive Cabinet Delivered Christmas Gifts to All Staff • Dec 17 – Attended NPS Proposal Presentations in Sutter County • Month of December – Supported Many Local Schools and Partners as Santa <p>Trustee Katharine Rosser joined the meeting at 4:34 p.m.</p> <p>5.2 Quarterly Report on Williams Uniform Complaints</p> <p>Superintendent Gregor presented the 2nd Quarter Report on Williams Uniform Complaints for October 1, 2024 – December 31, 2024. There were no complaints filed.</p>	<p>QUORUM PRESENT Katharine Rosser joined the meeting at 4:34 p.m.</p>

<p>6. EDUCATIONAL SERVICES</p>	<p>6.1 School Accountability Report Cards</p> <p>Deputy Superintendent Bobbi Abold shared information compiled for the 2023-2024 SARC for Board information and review. School Accountability Report Cards are compiled per state requirements for Yuba County Career Preparatory Charter School, Special Education, and Alternative Education Programs operated by the Yuba County Office of Education.</p> <p>6.2 Discussion Regarding Material Violation of the Terms of the Yuba Environmental Science (YES) Charter</p> <p>Deputy Superintendent Bobbi Abold shared findings regarding a material violation of the conditions, standards, or procedures outlined in the approved Charter and the signed Memorandum of Understanding (MOU) between Yuba Environmental Science (YES) Charter and the Yuba County Board of Education.</p> <p>Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, the board unanimously agreed on direction to Yuba County Office of Education (YCOE) staff to draft a letter to YES Charter Academy as discussed.</p> <p>6.3 Educational Services Program Update</p> <p>Deputy Superintendent Bobbi Abold shared a Harry P.B. Carden Western Association of Schools and Colleges (WASC) Update and Action Plan with the Board.</p>	<p>MOTION: Direction given to YCOE Staff for formal response to YES Charter Academy MOTION: Desiree Hastey SECOND: Marjorie Renicker ROLL CALL VOTE: Katharine Rosser – Aye Marjorie Renicker – Aye Desiree Hastey - Aye Tracy Bishop - Aye MOTION APPROVED (4/0)</p>
<p>7. ADVANCED PLANNING</p>	<p>7.1 Next Regular Board Meeting February 12, 2025 – 4:30 p.m. Location: Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA 95901</p>	

<p>8. ADJOURNMENT</p>	<p>There being no further business for discussion, the meeting was adjourned.</p> <p>Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, the Board unanimously adjourned the January 8, 2025, Yuba County Board of Education meeting at 5:40 p.m.</p>	<p>MOTION: To adjourn MOTION: Desiree Hastey SECOND: Marjorie Renicker ROLL CALL VOTE: Katharine Rosser – Aye Marjorie Renicker – Aye Desiree Hastey - Aye Tracy Bishop - Aye MOTION APPROVED (4/0)</p>
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Respectfully submitted,

Rob Gregor

Rob Gregor
Yuba County Superintendent of Schools

Recorded by:
Halee Pomeroy

Temporary County Certificates Issued
January 2, 2025 to February 3, 2025

<u>NAME</u>	<u>CREDENTIAL APPLIED FOR</u>	<u>PREV CRED</u>	<u>TCC EXPIRE</u>
Nunez, Lindsay	Short Term Staffing Permit - General	No	7/31/2025
Villalobos, Gracie	Short Term Staffing Permit - Mathematics	Yes	6/30/2025
Ynclan, Daisy	Prelim Multiple Subject - 1 year ext.	Yes	8/31/2025



Home of the
BEARS
Yuba County Career Preparatory Charter School



Yuba County Career Preparatory Charter School
Cynthia Soares, MS, Director
1104 E Street, Marysville, Ca 95901
(530) 749-4000 Front Office
(530) 741-6032 Fax

January 28, 2025

To: The Yuba County Board of Education
From: Cynthia Soares
Director, Yuba County Career Preparatory Charter School

Re: Donation of Mobile Welding Equipment

Please accept a donation, from Yuba River Endowment, of \$12 000.00. This money will be used to purchase mobile welding equipment for the welding class at Yuba County Career Preparatory Charter School. This equipment will allow our students to learn real life mobile welding work, participate in competitions and present our program to the public.

Upon acceptance, please submit a thank you letter to:

Yuba River Endowment
P.O. Box 1602
Yuba City, Ca. 95992

Thank you,

Cynthia Soares

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

**JOINT PROCLAMATION BY
YUBA COUNTY SUPERINTENDENT OF SCHOOLS
AND
YUBA COUNTY BOARD OF EDUCATION

SCHOOL BOARD RECOGNITION MONTH**

WHEREAS, an excellent public education system is vital to the quality of life for all California citizens and communities; and

WHEREAS, board of education members are committed to children, believe that all children can be successful learners and that the best education is tailored to the individual needs of the child; and

WHEREAS, board of education members continue to advocate to best serve the children in our community each and every day; and

WHEREAS, our public education system has faced unprecedented circumstances these past four years as a result of the COVID-19 pandemic and resulting learning loss; and

WHEREAS, our local board of education continues to act to ensure children's academic, social-emotional, physical and mental health needs are met so they can become their best selves; and

WHEREAS, board of education members work closely with parents, school staff, educational professionals and other community members to create the healthiest environments possible where all students can thrive; and

WHEREAS, board of education members are responsible for building and maintaining the structure that provides a solid foundation for our school system; and

WHEREAS, board of education members are strong advocates for public education and are responsible for communicating the needs of the county office of education to the public and the public's expectations to the county office of education; and

WHEREAS, the mission of public schools to meet the diverse educational needs of all children and to empower them to become competent, productive contributors to a democratic society and an ever-changing world is more poignant than ever before;

NOW, THEREFORE, I, Rob Gregor, do hereby declare my appreciation to the members of the board of education and proclaim the month of January 2025 as School Board Recognition Month in Yuba County, CA. I urge all community members to join me in recognizing the dedication and hard work of local school board members and in working with them to create an education system that meets the needs of our children.



Rob Gregor, Superintendent
Yuba County Office of Education

John Nicoletti, President
Yuba County Board of Education



Yuba County Office of Education
Rob Gregor - Yuba County Superintendent of Schools

Yuba County Office of Education

Comprehensive School Safety Plan 2024-2025

Yuba County Board of Education

Katharine Rosser, Area 1

John Nicoletti, Area 2

Marjorie Renicker, Area 3

Desiree Hasteley, Area 4

Tracy Bishop, Area 5



NOTE: Tactical information is excluded from the public inspection document. Portions of this Comprehensive School Safety Plan must be removed from this document if the Plan is shared with the public as they contain confidential information related to the County's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts. (Cal. Educ. Code section 32281(f)(1).)

A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the PUBLIC COPY of this plan. This document is not available for inspection on the internet.

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Yuba County Office of Education

Better Together

Rob Gregor
Yuba County Superintendent
of Schools

Our Motto:

Better Together

Our Vision:

Leading our students and community to a better future.

Our Mission:

Bridging the gap between education and career opportunities, fostering collaboration between schools, businesses and community to empower individuals with skills and resources needed for a better future.

Our Core Values:

- Student & Family Focused
- Service Oriented
- Value YCOE staff as family
- Cultivate Leadership
- Fiscal Sustainability

Our Cultural Norms:

- Professionalism
- Respect
- Integrity
- Develop Relationships
- Excellence



Better Together

We are Better Together through collaboration & removing silos.



Staff Retention, Appreciation & High Morale



Community & District Support & Programs



Branding & Promotion



Processes, Systems, & Communication

STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY

EMERGENCY RESPONSE PLAN

PURPOSE:

The Yuba County Office of Education (YCOE) Comprehensive Safe School Plan (CSSP) provides guidance and direction to administrators and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan, along with the Comprehensive School Safety Plan, shall be used during an emergency incident involving a Yuba County Office of Education facility or any school district within Yuba County. The plan details the flow of command from the Superintendent level to the school level. Catapult EMS will serve as the platform for communicating with staff, students, and parents during a crisis. Designated personnel will use multiple communication channels (phone, email, text, social media, Parent Square, and Nextel radios). YCOE will establish a designated spokesperson to provide accurate and timely information. The Comprehensive School Safety Plan outlines procedures for responding to various crisis situations, such as active shooter events, natural disasters, or health emergencies.

- Crisis response team roles and responsibilities.
- Communication protocols for emergencies.
- Evacuation procedures and alternate site plans.

LEVELS OF EMERGENCIES:

Level One Emergencies

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

Level Two Emergencies

- A moderate to severe emergency, somewhat beyond Yuba County Office of Education personnel response capability, which may require mutual aid assistance from the fire department, police department, etc.

Example: Fire, bomb threat, intruder on campus.

Level Three Emergencies

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

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

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

HAZARD ASSESSMENT:

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

STAFF TRAINING:

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

EMERGENCY DRILLS:

Under state law:

- Drills will be initiated by announcement or uniform bell.
- Fire drills will be conducted monthly.
- "Drop, Cover, and Hold" drills will be held twice per year.
- Earthquake plans will be initiated on a rotating basis at least twice during each school year.

EVACUATION ROUTES:

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

PARENT COMMUNICATION:

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

STUDENT RELEASE/EMERGENCY FILE:

In all emergencies, the Site Administrator or Designee (under the direction of the Superintendent or Designee) will decide to release students. When students are released, certain portions of the Emergency Response Plan may be implemented.

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

COMMUNICATION:

During an emergency, each site will report the condition of the site, injuries, and damage to buildings, through email using CatapultEMS. Telephones and cell phones may be used but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance. No other calls will be made. Students and parents will be informed of this policy and encouraged to adhere to it. Parents will be contacted through the county's off-site "Parent Square" notification system. Designated personnel will communicate using Nextel radios, email, text messages, social media, and Parent Square.

KEY EMERGENCY CONTACT:

After contacting 911, it is imperative during an emergency that the Principal or Designee contacts the Superintendent and County Office Safety Team (COST) using Catapult EMS.

SAFE SCHOOL LEADERSHIP TEAM (SSLT)

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

OPERATION AREA, REGIONAL, AND STATE:

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

ESSENTIAL MANAGEMENT FUNCTIONS:

There are five essential management functions: Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration. At all levels except field response, the term "Management" is used instead of command, and the titles of the other functions remain the same.

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

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

GENERAL EMERGENCY PROCEDURES:

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

SCHOOL CRIME STATUS AND REPORTING:

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

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

SECOND STEP

Second Step is a violence prevention curriculum implemented in kindergarten through third grades. Student participants in Second Step learn and practice vital social skills, such as empathy, emotion management, problem-solving, and cooperation. These essential life skills help students in the classroom, on the playground, and at home.

Research indicates that children who are socially competent perform better academically. Second Step lessons give tools to help children become socially skilled and develop strong bonds to school. The engaging photo lesson cards show adults and children expressing emotions and solving problems in real-life situations. Lesson cards include objectives, scripts, discussion questions, role-plays, and other activities. Lively classroom videos also spark discussion, enriching students' learning of important social and emotional skills.

Parent Project (12-18 years old), Loving Solutions (6-11 Years old), and Positive Discipline (0-5 years old) parenting classes: Parenting classes are offered regularly and are open to all parents in Yuba County. Parents, school staff, Yuba County Child Protective Services, and Yuba County Courts can refer.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS):

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

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

COMMUNITY RELATIONSHIPS:

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

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

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

SAFE SCHOOL CLIMATE STRATEGIES

Component 1: People and Programs, create a “caring and connected” school climate Goals and Objectives:

School Related Activities:

1. YCOE staff participates in ongoing PBIS training.
2. A school-wide policy discipline policy has been created that promotes positive behavior rather than negative.
3. Common vocabulary and forms are used by all staff at the three school sites using PBIS; Charter, Carden, and TEM.
4. Training is given to students at all school sites that include bully prevention and positive behavior interaction.
5. Positive behavior tickets are handed out to award positive behavior by the student on a daily basis.
6. All students and families will be provided with a handbook to promote PBIS.

Student Related Activities:

1. Daily reward drawings for students using positive behavior tickets.
2. Recognition of students by displaying their names on the wall in each classroom.
3. Student of the week.
4. Student of the month.
5. Homework passes and free dress privileges are awarded to students at the end of the month using positive behavior tickets.

Parent and Family-Related Activities:

1. Parents are invited to be PBIS team members.
2. Parents and Staff attend School Site Council meetings where PBIS is explained.
3. Quarterly parent dinners prepared by the staff are held to build relationships with student’s families.
4. An open-door policy is maintained by the staff and administration for all families.
5. Fundraisers are held by the student council or the PBIS student committee and parents are encouraged to participate.

Component 2: Create a physical environment that communicates respect for learning and the individuals.

Goals and Objectives: School-Related Activities:

1. Administration and staff monitor all areas of the school for student safety.
2. Implemented CATAPULT EMS to provide instant notification to staff, school administrators, county administrators, and local law enforcement in the event of a lockdown, shelter-in-place, or evacuation of students on our campus.
3. Emergency preparedness exercises are held to ensure knowledge of procedures.
4. Monthly inspections of the school site are completed by the administration to ensure safety issues are addressed.

Student Related Activities:

1. Through PBIS, students are allowed to beautify their school.
2. Each month, students are picked using PBIS to enhance their school-by-school beautification (planting, painting, and general maintenance as part of construction technology class).

Curriculum and Instruction Continuity:

1. Identification of essential standards and learning objectives.
2. Flexible instructional strategies to accommodate different learning environments.
3. Access to digital curriculum resources and textbooks.
4. Professional development for teachers on remote and blended learning.

Remote Learning Plan: A detailed plan for transitioning to remote learning, including:

Online learning platforms and tools.

Student and teacher access to technology.

Curriculum and instructional materials.

Technical support for students and staff.

Assessment and grading procedures.

Special education and English Language Learner (ELL) accommodations.

OMITTED

OMITTED

OMITTED

OMITTED

OMITTED

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

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

Site Administrator/Emergency Response Administrator/Safe School Leadership Team

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

Technology and Infrastructure:

- Reliable internet access for students and staff.
- Adequate technology devices and software.
- Technical support services.
- Data security and privacy protocols.

EVACUATION PLANS

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

Stage ONE Evacuation:

All students and staff are evacuated from buildings and stationed at a safe location on campus. Location identified in the Emergency Response Plan.

Stage TWO Relocation:

At the direction of the Site Administrator/Superintendent/Emergency Response Administrator or Designee, all students and staff are relocated to a determined location off campus at the time of the event. Coordinate with the Operations Department and Police and Fire Department. (Examples: gas leak, fallen aircraft, flood, etc.)

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

Evacuation Plan Checklist:

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

TEAMS:

- Crisis Response Team
- Student Release Team

OTHER:

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

Aeries, Parent Square, CatapultEMS, and Escape serves as a centralized location for contact information for all staff, students, and parents.

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HARD LOCKDOWN (CODE RED) PROCEDURE

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

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

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

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

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

After Emergency:

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

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

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

Green - Indicates "Shelter in Place" and that at least one person in the classroom has a minor injury.

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

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

White- Indicates the classroom has been evacuated.

SOFT LOCKDOWN (CODE RED) PROCEDURE

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

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

- All-call over intercom or two-way radios, "This is a SOFT LOCKDOWN! Teachers, please lock classroom doors!" A safety team member will activate Catapult EMS to alert staff, law enforcement, and county office staff through their smartphone or tablet.
-
- **CALL 911**
- The Site Administrator will maintain phone communication with the Superintendent's office.
- Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
- If the emergency is away from campus, the Site Administrator or designee may modify the Hard Lockdown to Soft Lockdown and allow teachers and staff to continue their regular school activities within the building.
- Prohibit outdoor activities.
- Be prepared to evacuate to a safe location.
- Stay in control of all site activities until emergency personnel arrive.

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

- If outside, move students to classrooms or designated safe interior buildings OR off campus at a designated location.
- Close all windows, lock doors, and turn off lights.
- Turn off television, computer, Smartboard, and anything else that illuminates the room.
- Do not evacuate if you hear a fire alarm (unless you detect a fire).
- Instruct students to turn off cell phones and pagers and not use the telephone, intercom system, or email. Teachers and staff can use it as necessary.
- Students can remain at their desks and do work quietly.
- Teachers will use Catapult EMS for further instructions and communication with the School Safety Team.
- Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
- Use Catapult EMS to account for students in your classroom.

After Emergency:

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

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

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

Green - Indicates "Shelter in Place" and that at least one person in the classroom has a minor injury.

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

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

White- Indicates the classroom has been evacuated.

SHELTER IN PLACE PROCEDURES:

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

Upon notification, the Site Administrator or Designee will:

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

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

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

After Emergency:

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

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

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

Green - Indicates "Shelter in Place" and that at least one person in the classroom has a minor injury.

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

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

White- Indicates the classroom has been evacuated.

BIOLOGICAL/CHEMICAL THREAT EMERGENCY

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

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

Follow these directions:

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

Site Administrator or Designee will:

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

Teachers will:

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

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

After Emergency:

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

DROP, COVER & HOLD AND PROCEDURES

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

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

If you are in a classroom:

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

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

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

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

If you are outside:

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

After Emergency:

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

BOMB THREAT

If a threat is received by telephone:

1. **Pay close attention to:**
 - Exact wording
 - Speech characteristics
 - Background noises
2. **Ask these questions:**
 - Where is the bomb?
 - What kind of bomb?
 - When will it go off?
 - How big is it?
 - Why are you doing this?
3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.
4. Listen intently to gather as much information as possible.
5. Immediately notify the main office.
6. Follow instructions given by the principal or designee.

If a written threat is received:

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

Site Administrator or Designee will:

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

After Emergency:

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

AIRCRAFT ACCIDENT

If you were witness to an airplane accident:

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

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

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

Teachers will:

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

After Emergency:

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

FLOOD

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

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

Teachers will:

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

After Emergency:

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

FIRE/EXPLOSION

If a fire or explosion occurs:

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

The Site Administrator or Designee will:

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

Teachers will:

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

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

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

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

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

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

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

After Emergency:

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

AIR POLLUTION

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

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

Before unhealthy air quality, the Site Administrator or Designee will:

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

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

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

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

COUNTY ADMIN/ SUPPORT STAFF RESPONSIBILITIES:

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

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

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

OFFICE STAFF CONTROLLING CATAPULT EMS/ EMAIL WILL BE SECURED IN A DESIGNATED AREA.

COUNTY OFFICE SAFETY TEAM RESPONSIBILITIES:

Rob Gregor, Bobbi Abdd, Kristen Nottle-Powell, Mary Pa Hang, Aaron Thornsberry, and Amy Nore

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

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

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

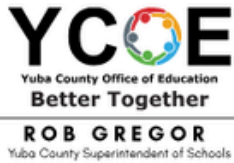
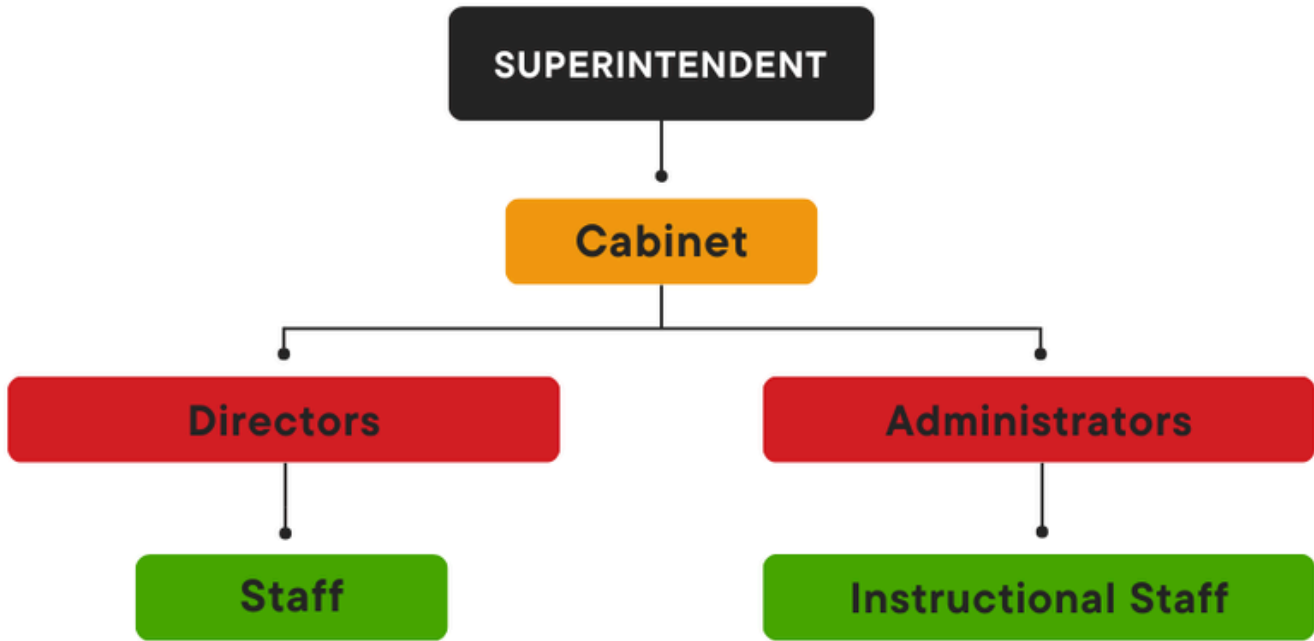
The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all Yuba County Office of Education employees will be required to work in this capacity in case a disaster occurs and as state of emergency is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

KEY PHONE NUMBERS

Police, Fire, CHP, Ambulance	911	PG & E	1-800-743-5000
Yuba County Sheriff's Dept.	(530) 749-7777	American Red Cross	(530) 673-1460
Marysville Police (MPD)	(530) 749-3900	Toxic Chemical Control	1-800-424-8802
Adventist Health Rideout	(530) 749-4300	Victim Witness	(530) 741-6275
Yuba County OES	(530) 749-7520		

PHONE TREE

YCOE Organization Chart



THREAT ASSESSMENT & STUDENT WELLNESS PLAN

Education Code 48900.7~ Terroristic Threats

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

California Welfare and Institutions Code 5150

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

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

SITE THREAT ASSESSMENT TEAM

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

SITE THREAT ASSESSMENT TEAM:

- _____, Site Administrator
- _____, School Resource Officer/Probation Officer
- _____, School Psychologist
- _____, Nurse

THREAT ASSESSMENT PROCEDURE

1. The STAT will utilize Threat Assessment Guidelines, Protocol, and Worksheet to help determine whether the threat is Low, Medium, or High.
2. If the threat is deemed to be a credible HIGH-LEVEL THREAT, the STAT will recommend:
 - A school discipline/law enforcement response
 - Student Wellness Team Process (W & I 5150 Procedure Checklist)
3. When appropriate, the Site Administrator will notify the student's parents, victims and their parents, appropriate staff/others and communicate with the Superintendent. The Site Administrator should obtain a parent's signature on an "Interagency Authorization for Release of Information" form. The Site Administrator will designate a team member to maintain a case folder on the incident.

4. The Superintendent or Designee will address as necessary:
 - Liability issues
 - School Safety Issues
 - Student disciplinary issues
 - Legal Issues
 - Special Education Issues
5. The Site Administrator or Designee will contact the Superintendent or Designee to develop a course of action.
6. When it is determined that the student will return to campus, a meeting will be held with parents and administrators to implement:
 - A Site Contract or Suspended Expulsion Contract
 - Mental Health Plan, if appropriate
 Behavior Plan or updated IEP for programs and service.

THREAT ASSESSMENT GUIDELINES

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

Threat Assessment Levels

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

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

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

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

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

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

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

THREAT ASSESSMENT PROTOCOL

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

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

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

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

STEP ONE: REFERRAL

- Referral to Administrator and STAT if needed.

STEP TWO: THREAT ASSESSMENT

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

STEP THREE: 4-PRONGED ASSESSMENT

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

STEP FOUR: OTHER INTERVIEWS

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

STEP FIVE: EVALUATION AND RESPONSE

LEVEL 1: LOW

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

LEVEL 2: MEDIUM

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

LEVEL 3: HIGH

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

TERMS AND FACTORS

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

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

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

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

FACTIONS IN THREAT ASSESSMENT

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

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

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

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

THREAT ASSESSMENT WORKSHEET

Name:

School:

Date:

Step 1: REFERRAL

- Referred to administrator / STAT?

Step 2: TYPE OF THREAT

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

Step 3: FOUR-PRONGED ASSESSMENT

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

Student / Parent Interview

Access to weapons? _____ Yes _____ No

If yes, please explain:

Actual preparations? _____ Yes _____ No

If yes, please explain:

Does the student seriously intend to carry out the threat?

Target of Threat Interview

Is it likely to be acted on?

Step 4: EVALUATION

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

REMOVAL OF STUDENT FROM SCHOOL

During School Hours

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

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

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

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

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

investigations. Date: _____ Time: _____

Signature of Principal/ Designee: _____

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

SUSPENSION

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

Teacher's Notice of Pupil Suspension

SCHOOL NAME: _____ DATE: _____

To: Principal and Parent

Pursuant to Section 48900 of the Education Code, _____, has been suspended from _____ on
Name of Pupil

Name of Class & Period

Date/Time of Suspension

because: _____

****Other means of correction have failed:

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

The period of suspension is for:

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

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

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

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

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

Signature of Teacher Date

Parent Request for Attendance by Administrator at Suspension Conference

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

EXPULSION

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

LEVEL FOUR DISCIPLINE - Mandatory Expulsion

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

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

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

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

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

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

LEVEL THREE DISCIPLINE - Quasi-Mandatory Expulsion

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

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

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

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

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

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

LEVEL TWO DISCIPLINE – Mandatory Suspension

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEVEL ONE DISCIPLINE – Permissive Suspension

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

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

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

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

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

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

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

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

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

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

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

CHILD ABUSE REPORTING PROCEDURES

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

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

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

Child abuse or neglect includes the following:

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

Child abuse or neglect does not include:

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

Initial Telephone Report

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

Written Report

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

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

DISCRIMINATION AND HARASSMENT POLICIES

Discrimination Policy

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

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

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

Student Sexual Harassment Policy

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

DEFINITION

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

INSTRUCTION/INFORMATION

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

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

COMPLAINT PROCESS

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

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulations. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

DISCIPLINARY MEASURES

Any student who engages in sexual harassment of anyone at school or a school-sponsored or school-related activity violates this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

RECORD KEEPING

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

PROHIBITED SEXUAL HARASSMENT CONDUCT

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

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

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

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

Students with Disabilities

For this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief, and recovery, whether their disability is chronic or temporary. For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival. To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care, and other emergency response and recovery programs must:

- have a sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- know the special needs demographics of the students attending classes on site;
- involve students with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- consider emergency accommodations for those with temporary disabilities;
- identify existing resources within the school and local community that meet the special needs of these students; develop new community partners and resources, as needed;
- inform parents about the efforts to keep their child safe at school;
- identify medical needs and make an appropriate plan;
- determine transportation needs, special vans and buses for students;
- identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- include local responders and as appropriate assist in establishing a relationship between first responders and individual students with disabilities and their educational support staff.

Individuals with a disability or an access and functional need (AFN). Individuals with varying physical, emotional or developmental capabilities may be limited, completely or partially, in the degree to which they are able to fight an active shooter.

When Law Enforcement Arrives

Officers will usually arrive in teams of four and may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets and other tactical equipment. They may be armed with rifles, shotguns, and handguns. Officers will shout commands, provide non-verbal instruction, and may push individuals to the ground for their safety.

Individuals in an active shooter situation can assist law enforcement during their response by doing the following:

- Putting down any items in their hands (e.g., cell phone, bags, jackets);
- If possible, immediately raising their hands and spreading fingers;
- Keeping hands visible at all times;
- Avoiding quick movements toward officers, such as holding on to them for safety;
- Avoiding pointing, screaming and/or yelling; and
- Avoiding asking officers for help or directions.

To avoid causing additional fear, stress or emotional strain; it is critical for individuals with a disability or AFN and their support or buddy system partner(s) to be aware of how law enforcement will respond to an active shooter incident. Ensuring everyone understands this is a collaborative process between workplace management, individuals with a disability or an access and functional need and law enforcement.

Workplace management. In training, it is important for management to explain to staff how law enforcement will respond to an active shooter incident. As a part of the explanation, management should indicate that during a response:

- There may be loud noises such as bangs, yelling and sirens;
- There may be officers in military-style gear;
- There may be smoke that obstructs vision or irritates the eyes and throat; and
- Individuals may be pushed to the ground by law enforcement for their safety.

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- There may be smoke that obstructs vision or irritates the eyes and throat; and
- Individuals may be pushed to the ground by law enforcement for their safety.

Individuals with a disability or an access and functional need (AFN). Individuals with a disability or an AFN need to understand the importance of:

- Remaining calm;
- Staying put until cleared by law enforcement;
- Utilizing self-soothing techniques (if needed);
- Following officers' instructions; and
- Using a "Buddy System" if helpful.

Law enforcement/first responders. The more information responders have prior to entering an active shooter situation, the better. Situational awareness can be difficult to gather, but details matter – especially as they relate to who is inside the building. Knowing ahead of time whether there are individuals with a disability or an AFN on site and what type of disability or AFN they have can help officers ensure a safe and effective response.

Individuals with a disability or an access and functional need (AFN). Individuals need to know that, once they have reached a safe location, they will be held in that area by law enforcement until the situation is under control and all witnesses have been identified and interviewed. As such, no one should leave until law enforcement authorities have instructed them to do so.

Law enforcement and workplace management should also work together to help ensure everyone understands that, when possible, persons in an active shooter incident should communicate the following information to 911 operators:

Location of the active shooter(s);

- Number of shooters, if more than one;
- Physical description of shooter(s);
- Number and type of weapons held by the shooter(s);
- Number of potential victims at the location; and
- Identify any AFN needs and locations.
-

Communicating Effectively during an Active Shooter Situation

When communicating with individuals with a disability or AFN during active shooter situations, it is important to always ask the person how you can best assist. Asking the individual before assisting maintains their safety, independence, and health, as they are the experts when it comes to their individual needs. Active shooter situations are rapid, complex events, and becoming familiar with tips for effective communication can help ensure a safer and more effective response.

The following section outlines tips for communicating effectively with individuals with a disability or AFN. The tips are adapted and modified from the Texas Center for Disability Studies.

Blind/Low Vision

- Announce your presence, speak out, state the nature of the emergency, and then enter the area.
- Avoid shouting and speak directly to the individual.
- Offer assistance but allow the individual to explain what help is needed and avoid grabbing or attempting to guide them without first asking permission.
- When assisting, offer the individual your arm. As you walk, advise them of any obstacles (i.e. stairs, doorways, narrow passages, ramps, etc.).
- If leading more than one individual, ask them to help guide the person behind them.
- Once you have reached a safe location, provide a brief orientation of where the individual is located and ask if any further assistance is needed.

Cognitive Disabilities - Signs to look for that may indicate elevated stress levels:

- Fleeting eye contact;

- Repetitive or self-stimulating behaviors (rocking, hand-flapping; repeating words/sounds/phrases, wiggling fingers in front of the eyes, twirling/spinning, and/or jumping);
- Self-injurious behaviors (slapping, head banging, biting, hair pulling);
- Fear/panic;
- Non-responsiveness;
- Aggression;
- Running away; and
- Covering ears or screeching.

To enhance communication during times of elevated stress:

- Make eye contact;
- Be patient;
- Speak slowly, use plain and concrete language;
- Give one-step direction – wait two seconds and repeat;
- Be mindful of your body language (non-verbal cues);
- Do not touch; and
- Model the expected response (hands up, fingers apart, etc.).

Deaf or Hard of Hearing

- If possible, flick the lights when entering an area or room to get the individual's attention.
- Establish eye contact with the individual, not with the interpreter or "buddy" if one is present.
- Use facial expressions and gestures as visual cues.
- Always keep your face visible and keep instructions in the present tense using basic vocabulary.
- Once an individual is in a safe location, offer a pencil and paper for written communication if no interpreter or "buddy" is present.

Mental/Behavioral Health

- Speak slowly and in a calm tone.
- Keep communication straightforward, clear, and brief.
- If the person exhibits confusion, avoid giving multiple commands. Instead, ask or state one command at a time.
- Try to avoid interrupting a person who may be disoriented; just let them know that you must move quickly.
- Have a forward leaning body position to show interest and concern.

Physical Disabilities

- Ask the individual how you can help before beginning any assistance.
- Ask the individual if he/she is able to stand or walk with or without the use of a mobility device.
- If the conversation will take more than a few minutes, sit, or kneel to speak to the person at eye level.

Opioid & Fentanyl Overdose Prevention

The California Education Code (EC) Section 49414.3 authorizes school districts, county offices of education, and charter schools to provide emergency Naloxone (Narcan) or another opioid antagonist to school nurses or other trained personnel to use Naloxone (Narcan) or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose. In addition, Section 49414.3 states that a school district, county office of education, or charter school may designate one or more staff to receive initial and annual refresher training, based on standards regarding the storage and emergency use of Naloxone (Narcan) or another opioid antagonist. Staff have been trained and Narcan has been distributed at Yuba County Career Preparatory Charter, Thomas E Mathews, and Harry PB Carden Schools.



Thomas E. Mathews
2023-2024



POSITIVE RESPECTFUL INTEGRITY DEPENDABLE EMPOWERED

DRESS CODE STANDARDS If you have a question, ask first :

- At no time shall student's midriff, private parts or underclothing be exposed or seen.
- Anything worn or brought to school must be school-appropriate.
- Outerwear (coats and jackets), gloves, and dark glasses must be removed in the building

DO NOT WEAR:

- Clothing or accessories bearing insignia, pictures, slogans, symbols of any kind that would be considered inappropriate- including, but not limited to; gangs, anti-ethnic, sexist, hate or violence, drug, alcohol or tobacco use.
- Clothing, decorations or accessories in Red or Blue.
- Gang apparel or flags of any kind.

Dress Code Violations will result in any or all of the following:

- Students will be given alternate or additional clothing to wear.
- Refusal to comply may result in the student being sent home for the day
- Parent conference

PERSONAL ITEMS AT SCHOOL:

T.E. Mathews School is not responsible for lost or damaged personal items brought to school. Do not bring valuables, expensive jewelry, or large amounts of money to school.

FOOD ITEMS:

- All food at school will be provided
- Do not bring in outside food or drinks
- No food or drinks in the classroom unless provided by classroom staff

LOCKERS:

You will be assigned a locker and will be asked to keep all of your personal belongings in it. No electronic devices will be allowed into the building. You will need to place your backpack and all of its contents in the locker.

USE OF METAL DETECTORS OR WANDING:

Pursuant to the April 26, 2016 revision of our county's policy on the Privacy rights of Students SP 5145.12, use of metal detectors in the form of hand held wands will be used in accordance with ED CODE 49050-49051

"Searches by school employees. The presence of weapons on school sites denies students and staff the right to a safe, secure, and peaceful campus." Therefore, the use of metal detectors will be used to provide a safe learning and working environment that minimizes threat.

Although the primary purpose of the metal detector will be for school safety, students found to have anything disruptive or banned by school rules such as electronic devices, will be asked to place the non-illegal item in their locker before entering the school environment.

ELECTRONIC DEVICES:

Cell phones, music players, CD or cassette players, electronic games, radios, lasers, or other electronic equipment are not allowed at school. If brought to school, they must be placed in your locker before the start of school.

PROHIBITED ITEMS:

State law states; "no one may bring a knife of any size or any other type of weapon onto school grounds." Other prohibited items include tobacco or alcohol in any form, lighters, matches, incendiary devices, and controlled substances (street drugs, prescription medicines, over-the-counter medicines), or sharpies. If you are at school and realize that you have accidentally brought a prohibited item to school, turn it over to your teacher or administrator immediately and it will be returned to your parents (unless it is an illegal item).

T.E. Mathews School is not responsible for lost or damaged personal items brought to school. Do not bring valuables, expensive jewelry, or large amounts of money to school.

MEDICATIONS:

You cannot bring prescription or over-the-counter medication to school. If you need to take medicine during the school day, a parent should bring it into the Main Office with written instructions for use. The only exception to this is for inhalers. If you need to carry an inhaler with you, your parents must notify the school.

Signature:

BY SIGNING THIS DOCUMENT, I ACKNOWLEDGE THAT I HAVE READ AND UNDERSTAND ALL PROVISIONS

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____



Yuba County Career Preparatory Charter School



Comprehensive Safe School Plan
(Education Code Section 32280-32288)
2024 - 2025

Contact Person: Cynthia A. Soares, Director

Telephone Number: (530) 749-4006

Email Address: cynthia.soares@yubacharterschool.org

Yuba County Board of Education

Katharine Rosser	Trustee Area 1
John Nicoletti, President	Trustee Area 2
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Desiree Hastey	Trustee Area 4
Tracy Bishop, Vice-President	Trustee Area 5

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Rob Gregor

Deputy Superintendent

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Kristen Nottle-Powell

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Mission and Vision

Mission

YCCPCS will empower learners as problem-solving, critical thinkers with the social, academic, and career technical skills necessary to be successful in the community, workplace, and continuing education. Collaborating closely with the entire learning community, YCCPCS commits to quality, independent learner-centered education.

Vision

To support self-directed, lifelong learning opportunities in a safe and positive environment in which all learners can work toward reaching their full academic and professional potential.

School Learning Outcomes (SLO's)

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

YCCPCS PBIS School Wide Expectations

G.R.O.W.L.

Grow

Respect

Own

Work

Love

STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY EMERGENCY RESPONSE PLAN

PURPOSE:

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

LEVELS OF EMERGENCIES:

Level One Emergencies

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

Level Two Emergencies

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

Level Three Emergencies

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

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

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

HAZARD ASSESSMENT:

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

STAFF TRAINING:

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

EMERGENCY DRILLS:

In accordance with state law:

- Drills will be initiated by announcement or uniform bell.
- Fire drills will be conducted twice annually.
- "Drop, Cover, and Hold" drills will be held twice per year.
- YCCPCS does not perform active shooter/assailant drills but does maintain a Workplace Violence and Injury Prevention Plan (AB 1858 and AB 2887)

EVACUATION ROUTES:

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

PARENT COMMUNICATION:

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

STUDENT RELEASE/ EMERGENCY FILE:

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

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

COMMUNICATION:

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

KEY EMERGENCY CONTACT:

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

SAFE SCHOOL TEAM (SSLT)

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

Operation Area, Regional and State

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

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

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

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

GENERAL EMERGENCY PROCEDURES:

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

SCHOOL CRIME STATUS AND REPORTING:

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

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

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

The use of restorative practices helps to:

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

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

Positive Behavior Interventions and Supports (PBIS):

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

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

Multi-Tiered Systems of Support (MTSS):

School-wide system of supports have been designed to support academics and social emotional needs of students. The system is in a continuous cycle of improvement and reevaluated each academic year as students' needs change. Yuba County Office of Educations (YCOE) Youth Advocacy and Social Emotional Learning (SEL) Department's mission is to provide guidance and advocacy for our students. Offering youth a system of supports aimed to provide safety, life-altering relationships, and a healing path to fulfill their potential.

COMMUNITY RELATIONSHIPS:

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

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

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

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

Safe School Climate Strategies

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

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

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

- ✓ CatapultCMS Anonymous Community Reporting button is found on the "Landing Page" of every student and staff Chromebook as well as on the YCCPCS webpage.
- ✓ Multi-Tiered Systems of Support (MTSS) is implemented at YCCPCS. Including the importance of building relationships with students and families so we can be preventive and supportive.
- ✓ Positive Behavior Intervention and Supports (PBIS) is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. The ultimate goal is to have fewer days of suspension, higher attendance and academic success for our students as they are present to learn.
- ✓ All YCCPCS employees have had training in what MTSS is, Suicide Prevention, Trauma Informed Practices, identification of Human Trafficking, PBIS, and Social Emotional Learning (SEL).
- ✓ Implement CatapultEMS to provide instant notification to staff, YCOE administrators and local law enforcement in the event of a criminal incident including procedures related to individuals with a gun on campus, lockdowns, shelter in place or evacuation of students at our schools.
- ✓ Continued collaboration with Marysville Police Department, Yuba County Sheriff's Department, Yuba County Probation, and YCOE administrators to ensure safety procedures, concerns and school site needs are addressed.
- ✓ Attendance and Discipline data is shared with all stakeholders over the years to compare trends.
- ✓ Student Attendance and Review Board (SARB) provides services to our families that have students that are considered truant.

Safe School Team

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

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

POSITION & NAME	PHONE
Site Administrator/Director: Cynthia A. Soares	530-749-4006 or 530-812-5165
Teacher: Tammy Graham	530-749-4036
Attendance Technician: Jackie Escobar	530-749-4001
Operations Manager: Anel Campos-Raya	530-749-4002
Special Education Coordinator: Robert Koller	530-749-4010
Paraeducator: Ali Garrett	530-749-4000

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

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

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

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

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

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

STAFF MEMBER	TITLE
Cynthia A. Soares	Site Administrator Director
Stephanie Ortiz	School Counselor
Robert Koller	Teacher
Jackie Escobar	Family Support Specialist

FIRST AID RESPONDERS

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

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

MEDICAL EMERGENCIES

In the event of sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds, Staff will immediately contact Emergency Services.

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

First aid supplies are located in each CTE class, the library and additional supplies are located in the supply room.

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

CPR Precautions

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

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

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

STUDENT RELEASE TEAM

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

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

STAFF MEMBER	TITLE	EMERGENCY TASK
Teresa Leon	Principal Secretary/Registrar	Provide Student Information
Jackie Escobar	Attendance Clerk	Release Team
Adele Bruce	Clerk/Receptionist	Release Team

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

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

Site Administrator/Program Manager/Safe School Leadership Team

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

EVACUATION PLANS

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

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

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

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

Evacuation Plan Checklist:

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

TEAMS:

- Crisis Response Team
- Student Release Team

OTHER:

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

FIRE DRILL & LOCKDOWN DRILL SCHEDULES

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

EVACUATION SCHEDULE

MONTH	DATE	TIME
August		
September		
October	10/17/2024	10:25 am
November		
December		
January		
February		
March		
April		
May		

LOCKDOWN DRILL SCHEDULE

SEMESTER	DATE	TIME
FALL		
SPRING	TBD	

DUCK, COVER and HOLD DRILL

SEMESTER	DATE	TIME
FALL	10/17/2024	10:17 am
SPRING	TBD	

OPIOID PREVENTION and LIFE-SAVING RESPONSE

SEMESTER	DATE	TIME
FALL	10/21/2024	11:00 am
SPRING		

Checklist for LOCKDOWN DRILL

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

HARD LOCKDOWN (CODE RED) PROCEDURE

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

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

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

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

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

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

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

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

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

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

Indicate the classroom has been **evacuated**.

After Emergency:

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

SOFT LOCKDOWN (CODE YELLOW) PROCEDURE

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

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

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

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

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

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

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

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

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

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

Indicate the classroom has been **evacuated**.

After Emergency:

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

SHELTER IN PLACE PROCEDURES:

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

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

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

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

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

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

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

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

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

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

Indicate the classroom has been **evacuated**.

After Emergency:

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

BIOLOGICAL/CHEMICAL THREAT EMERGENCY

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

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

Follow these directions:

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

Site Administrator, Program Manager or Designee will:

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

Teachers will:

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

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

After Emergency:

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

DROP, COVER & HOLD AND PROCEDURES

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

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

If you are in a classroom:

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

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

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

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

If you are outside:

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

After Emergency:

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

BOMB THREAT (CODE)

If a threat is received by telephone:

1. Pay close attention to:

Exact wording
Speech characteristics
Background noises

2. Ask these questions:

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

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

If a written threat is received:

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

Site Administrator, Program Manager or Designee will:

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

After Emergency:

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

AIRCRAFT ACCIDENT (CODE RED)

If you were witness to an airplane accident:

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

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

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

Teachers will:

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

After Emergency:

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

FLOOD (CODE RED)

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

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

Teachers will:

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

After Emergency:

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

FIRE/EXPLOSION (CODE RED)

If a fire or explosion occurs:

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

The Site Administrator, Program Manager or Designee will:

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

Teachers will:

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

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

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

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

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

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

Indicate the classroom has been **evacuated**.

After Emergency:

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

AIR POLLUTION

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

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

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

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

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

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

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

YCCPCS/ SUPPORT STAFF RESPONSIBILITIES:

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

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

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

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

COUNTY OFFICE SAFETY TEAM RESPONSIBILITIES:

Rob Gregor, Bobbi Abold, Kristin Nottle-Powell, Mary Hang

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

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

Practices post COVID-19 Pandemic

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

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

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

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

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

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

Opioid Prevention

Senate Bill 10 or Melanie's Law, aimed at preventing and responding to youth fentanyl overdoses through mandated school safety plans requiring prevention, response, training, education and awareness.

Every public school in California provides training to school employees on opioid prevention and life-saving response and ensures that all students and adults understand the growing risk of youth fentanyl exposure, and have access to the resources needed to prevent and respond to fentanyl poisoning and overdoses.

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

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

PHONE TREE/ParentSquare

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

Phone Tree numbers are available upon approval by YCCPCS

YCCPCS Continuity Plan in case of school closure

YCCPCS offers an Independent Study K-12 program. K-8 students are offered onsite daily synchronous instruction opportunities and a weekly appointment with their Supervising Teacher. Our 9-12th grade independent study students are offered a weekly appointment or cohort class with their Supervising Teacher, CTE classes, and a few other in-person classes when the student chooses to enroll. During community emergencies, including school buildings required to close, our teachers and staff are prepared to serve our students. The following plan would be followed:

1. **Virtual Learning Platforms and Digital Resources:** All students and teachers have access to a reliable virtual learning platform where instructional materials, assignments, and communication occurs seamlessly. Including but not limited to BrightThinker, NGPF, and Google Classroom. We have curated a collection of digital resources and tools that support independent learning, including online textbooks, educational websites, and multimedia resources.
2. **Communication Protocols:** We have established clear communication protocols for teachers, students, and parents/guardians. This may include regular updates via student and parent emails, ParentSquare our messaging application, and designated online Google Classrooms. Teachers will confirm student appointments have live links on their Google Calendar and their appointments will be held virtually at their same designated time.
3. **Assignment Distribution and Submission:** Assignments will continue to be distributed to students through their BrightThinker or Google Classroom. Students submit completed work electronically through the platform they are already using for their coursework. These platforms allow for easy submission and feedback.
4. **Support for At-Risk Students:** Additional support for students who may face challenges with online learning will be provided by classified support staff. They will be available for virtual tutoring sessions, counseling services via video conferencing, or other personalized interventions.
5. **Parent/Guardian Engagement:** We will continue to maintain our regular communication with parents/guardians through ParentSquare to keep them informed about their child's progress and to address any concerns they may have regarding online learning.
6. **Professional Development:** YCCPCS professional development will continue, we will ensure teachers are proficient in using virtual learning tools and platforms. Offer ongoing professional development opportunities to enhance their online teaching skills.
7. **Evaluation and Feedback:** We will consistently evaluate the effectiveness of this continuity plan and gather feedback from families, students, and staff to make necessary adjustments.

EMERGENCY PHONE NUMBERS

Key Phone Numbers

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

THREAT ASSESSMENT & STUDENT WELLNESS PLAN

Education Code 48900.7~ Terroristic Threats

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

California Welfare and Institutions Code 5150

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

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

SITE THREAT ASSESSMENT TEAM

The school Site Threat Assessment Team (STAT) is comprised of a minimum of three individuals from the school site crisis team:

SITE THREAT ASSESSMENT TEAM:

- o Cynthia A. Soares, Site Administrator
- o Robert Koller Program Manager
- o Stephany Ortiz, School Counselor
- o Anel Campos-Raya, Director of Operations

THREAT ASSESSMENT PROCEDURE

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

THREAT ASSESSMENT GUIDELINES

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

Threat Assessment Levels

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

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

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

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

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

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

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

THREAT ASSESSMENT PROTOCOL

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

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

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

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

STEP ONE: REFERRAL

- o Referral to Administrator and STAT if needed.

STEP TWO: THREAT ASSESSMENT

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

STEP THREE: 4-PRONGED ASSESSMENT

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

STEP FOUR: OTHER INTERVIEWS

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

STEP FIVE: EVALUATION AND RESPONSE

LEVEL 1: LOW

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

LEVEL 2: MEDIUM

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

LEVEL 3: HIGH

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

TERMS AND FACTORS

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

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

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

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

FACTORS IN THREAT ASSESSMENT

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

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

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

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

THREAT ASSESSMENT WORKSHEET

Name:

School:

Date:

Step 1: REFERRAL

- Referred to administrator / STAT?

Step 2: TYPE OF THREAT

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

Step 3: FOUR PRONGED ASSESSMENT

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

Student / Parent Interview

Access to weapons? _____ Yes _____ No

If yes, please explain:

Actual preparations? _____ Yes _____ No

If yes, please explain:

Does the student seriously intend to carry out the threat?

Target of Threat Interview

Is it likely to be acted on?

Step 4: EVALUATION

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

REMOVAL OF STUDENT FROM SCHOOL

During School Hours

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

_____ (Department / Title)

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

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

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

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

Date: _____ **Time:** _____

Signature of Principal/ Designee: _____

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

SUSPENSION

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

Teacher's Notice of Pupil Suspension

SCHOOL NAME: _____ DATE: _____

To: Principal and Parent

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

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

because: _____

****Other means of correction have failed:

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

The period of suspension is for:

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

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

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

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

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

Signature of Teacher Date

Parent Request for Attendance by Administrator at Suspension Conference

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

EXPULSION

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

LEVEL FOUR DISCIPLINE - Mandatory Expulsion

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

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

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

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

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

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

LEVEL THREE DISCIPLINE - Quasi-Mandatory Expulsion

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

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

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

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

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

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

LEVEL TWO DISCIPLINE – Mandatory Suspension

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEVEL ONE DISCIPLINE – Permissive Suspension

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

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

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

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

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

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

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

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

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

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

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

CHILD ABUSE REPORTING PROCEDURES

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

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

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

Child abuse or neglect includes the following:

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

Child abuse or neglect does not include:

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

Initial Telephone Report

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

Written Report

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

Send Form to: 5730 Packard Ave., Marysville 95901 and a copy to Site Administrator

DISCRIMINATION AND HARASSMENT POLICIES

Discrimination Policy

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

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

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

Student Sexual Harassment Policy

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

DEFINITION

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

INSTRUCTION/INFORMATION

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

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

COMPLAINT PROCESS

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

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

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

DISCIPLINARY MEASURES

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

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

RECORD KEEPING

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

PROHIBITED SEXUAL HARASSMENT CONDUCT

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

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

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

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



AFL-CIO

California
School
Employees
Association

*The nation's largest
independent classified
employee union.*

*"Improving the lives of our
members, students and
community."*

**Chapter 705
Officers:**

President:

Hector Muñoz

Vice President:

Jody Gonzalez

Treasurer:

Laura Drew

Secretary:

*Communications
Officer:*

Dena Shorey

**Labor Relations
Representative:**

Rachel Kennedy

**Yuba COE
CSEA Chapter #705
Wednesday, January 22, 2025**

Superintendent Gregor and Yuba County Board of Education Trustees:

The California School Employees Association and its Yuba COE Chapter #705 would like to make a recommendation to begin the bargaining process for the 2025-2026 bargaining cycle for the 2025-2028 successor agreement. Please see the attached Initial Proposal letter from our CSEA Field Office for specifics.

The CSEA bargaining team looks forward to a collaborative year and would like to schedule bargaining sessions with the YCOE bargaining team at your earliest convenience.

Respectfully,

Hector Muñoz
CSEA President
Chapter #705

Initial Proposal
from the
California School Employees Association and its Yuba COE Chapter No. 705 (CSEA)
to the
Yuba County Office of Education (County)
for the
2025-2028 Successor Agreement

CSEA hereby proposes to negotiate the following articles of the current contract for the 2025-2028 successor agreement:

Article 6 – Hours and Overtime

- CSEA hereby proposes to clarify language regarding compensatory time and flex time.

Article 7 – Holidays

- CSEA hereby proposes to restore as holidays the furlough (non-work/non-paid) days imposed in 2008.

Article 8 – Vacations

- CSEA hereby proposes to update language regarding the accrual, scheduling, and carryover of vacation hours.

Article 9 – Transfers

- CSEA hereby proposes to introduce clarifying language regarding transfers.

Article 12 – Safety

- CSEA hereby proposes to introduce clarifying language to this article.
- CSEA hereby proposes to introduce language pertaining to accommodations.

Article 15 – Grievance Procedures

- CSEA hereby proposes to update language regarding the grievance process.

Article 16 – Salary

- CSEA hereby proposes that the County provide a fair and equitable salary increase for all classified bargaining unit members, effective July 1, 2025.
- CSEA hereby proposes to address discrepancies in the classified salary schedule.

Article 18 – Fringe Benefits

- CSEA hereby proposes that the County provide a fair and equitable increase to the employer benefit contribution.

Article 20 – Duration

- CSEA hereby proposes a new term of July 1, 2025 through June 30, 2028.

Article 23 – Progressive Discipline

- CSEA hereby proposes to introduce binding arbitration language.

SUNSHINE PROPOSAL
from the
YUBA COUNTY OFFICE OF EDUCATION
to the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS CHAPTER #705

(Successor Negotiations)

The Yuba County Office of Education (“County”) and the California School Employees Association, and its Yuba COE Chapter #705 (“CSEA” or “Association”) are parties to a collective bargaining agreement (“CBA”) which expires on June 30, 2025. The Parties are engaging in successor negotiations.

The County’s overarching and common interests are:

1. Update language consistent with changes in applicable law.
2. Update language to meet the needs of our students, the County, and staff.
3. Reviewing additional contract articles that may have become obsolete, need updating, or could be incorporated into other articles within the collective bargaining agreement.

The County makes the following initial proposal to CSEA for successor negotiations, beginning with the 2025/2026 School Year:

Article(s)	Title	County’s Interest
6	Hours and Overtime	<ul style="list-style-type: none"> • Modify to align with the various programs provided by the County.
15	Grievance	<ul style="list-style-type: none"> • Provide clarity to the grievance process.
16 & 18	Salary & Fringe Benefits	<ul style="list-style-type: none"> • Discuss a fair and equitable total compensation that recognizes state funding for education, County’s unique fiscal challenges, and County’s educational responsibilities, priorities and goals.
20	Duration	<ul style="list-style-type: none"> • Update according to new CBA term
27	Reclassification	<ul style="list-style-type: none"> • Streamline and provide clarity to the process.

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

Provide a multi-tiered system of intensive support and interventions to address learning gaps, credit deficiency, and social emotional wellness barriers to ensure that students meet reinstatement goals and return to their district of origin on track to graduate (or equivalent), enroll in post secondary education, and/or successfully enter the workforce..

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	1.1 % of properly credentialed and assigned teachers as measured by Williams Survey	1.1 71% properly credentialed teachers			1.1 75% properly credentialed teachers	1.1 100% properly credentialed teachers
1.2	1.2-% of Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey			1.2-100% Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey
1.3	1.3-% of Facilities Inspection Tool (FIT) ratings good or better as measured by Williams Survey	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey			1.3 - Facilities Inspection Tool (FIT) ratings as measured by Williams Survey: Thomas E Mathews - Good Harry P B Carden - Fair	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey
1.4	1.4- California State Standard implementation as measured with local observation tool	1.4- 50% of classrooms demonstrated full implementation of California State Standards as measured by local observation tool			1.4- 80% of classrooms demonstrate full implementation of California State Standards as measured with observation tool	1.4- 100% of classrooms demonstrate full implementation of California State Standards as measured with observation tool
1.6	1.5 % of students showing growth on local benchmark assessment proficiency	1.5 Baseline to be established in Year 1 (new metric)			1.5 Spring 2025 Not available as of this reporting	1.5- Annual increase 10% of students making growth on local benchmark assessment proficiency
1.7	1.6- % Made growth on California Assessment of Student Performance and Progress	1.6- Baseline to be established in Year 1 (new metric)			1.6- Spring 2025 Not available as of this reporting	1.6- Annual increase 10% of students making growth on California Assessment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(CAASPP) in English Language Arts					of Student Performance and Progress (CAASPP) in English Language Arts
1.8	1.7- % Made growth on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.7- Baseline to be established in Year 1 (new metric)			1.7- Spring 2025 Not available as of this reporting	1.7-Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in mathematics
1.9	1.8- % Made growth on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.8- Baseline to be established in Year 1 (new metric)			1.8- Spring 2025 Not available as of this reporting	1.8-Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards
1.11	1.10-% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.10-100% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP)			1.10 - 100% of English Learner students receive English Language Development (ELD) course access and intervention per Independent Learning Plan (ILP)	1.10-100% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP)
1.12	1.11-% of Individual Education Plan (IEP) goals successfully completed	1.11-63% of Individual Education Plan (IEP) goals successfully completed			1.11-Spring 2025 Not available as of this reporting	1.11-80% of Individual Education Plan (IEP) goals successfully completed
1.13	1.12-% of ALL students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.12- 100% of ALL students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule			1.12 - 100% of ALL students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule at Harry P. B. Carden	1.12- 100% of ALL students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					and Thomas E Mathews 100% of students are enrolled in a CTE course	
1.14	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction			1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction
1.15	1.14- AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students			1.14-AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students
1.16	1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.			1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Professional Development 1.1 Professional Development in project based learning in content areas. Continue all staff training on school-wide implementation of multi-tiered	Yes	Partially Implemented	Project based learning curriculum being considered for pilot CPI trainings are planned for Spring at no cost		\$8,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	systems of support (MTSS), Crisis Prevention & Intervention (CPI)						
1.2	Intervention Teacher 1.2 Maintain Instructional Intervention Teachers to support Independent Learning Plan process and provide targeted intervention for Foster Youth and Low Income students	Yes	Fully Implemented			\$255,880.00	\$154,862.00
1.3	Curriculum Instructional Materials 1.3 Fully implement Edgenuity, current board adopted core content area curriculum to increase student access to grade level instructional program for foster youth and low income students that are identified as having significant learning gaps	Yes	Fully Implemented	multi-year contract to be paid 2025-26		\$179,000.00	\$0
1.4	Local Assessment System 1.4 Renaissance Learning to provide local assessment data in reading and mathematics	Yes	Fully Implemented			\$7,000.00	\$6984.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	Technology Work Plan 1.5 Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, and software.	No	Ongoing Implementation			\$10,000.00	\$10,000
1.6	Career Technical Education 1.6 Provide Career Technical Education course access and career readiness skills to students	No	Fully Implemented			\$200,000.00	\$99,101.00
1.7	College Readiness / Hall to Home Provide a Prevention Assistant to provide college readiness workshops and support students who are enrolled in college courses. Provide transition supports and services to formerly incarcerated youth as they transition back to their school of residence and community.	No	Fully Implemented			\$175,000.00	\$67,653.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.8	Pilot Supplemental Instructional Materials 1.8 - Pilot supplemental curriculum and materials to support students accessing grade-level content subject material for each English Learners, Foster Youth, and Low Income students.	Yes	Partially Implemented	Supplemental curriculum being considered for pilot		\$25,000.00	\$0
1.9	Food Service Assistant 1.9 Maintain Food Services Assistant.	No	Fully Implemented			\$15,000.00	\$9,686.00
1.10	Classroom Observations, Walkthrough and Feedback Conduct ongoing and regularly scheduled administrative classroom walk throughs with observations and feedback.	No	Ongoing Implementation			\$0.00	
1.11	Nucleos instructional platform Maintain Nucleos licenses and applications for secure technology access	Yes	Fully Implemented			\$50,000.00	\$37,500.00
1.12	Instructional Policies	No	Planned			\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Revise and update Yuba County Office of Education Instructional Policies						
1.13	Teacher Retention Develop a site-based new teacher and staff on-boarding and mentoring program	No	Planned			\$0.00	\$0

Goal 2

Goal Description

Develop and implement an integrated support services model for students and families to address the social emotional wellbeing of students and barriers to successfully engaging in school, workplace and community.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	2.1 Attendance rates	2.1 85.5% Attendance rate			2.1 80% Attendance rate at TEM 88% Attendance rate at Carden	2.1 Annual 3% increase in Attendance rate
2.2	2.2 Truancy/chronic absenteeism rates	2.2 58% Truancy/chronic absenteeism rates			2.2 Spring 2025 Not available as of this reporting	2.2 Annual 3% decrease in Truancy/chronic absenteeism rates
2.3	2.3 Discipline referrals for disruption including suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White	2.3 Baseline for discipline referral rates for disruption to be established in Year 1 (new metric)			2.3 Spring 2025 Not available as of this reporting Baseline data is being established	2.3 Annual 5% decrease in discipline referral rates for disruption including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White
2.4	2.4 Discipline referral rates for major incidents including suspension	2.4 Baseline for discipline referral rates for major incidents including suspension to be established in Year 1 (new metric)			2.4 Spring 2025 Not available as of this reporting Baseline data is being established	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions
2.5	2.5 PBIS implementation fidelity assessment	2.5 83% on PBIS implementation fidelity assessment			2.5 Spring 2025 Not available as of this reporting	2.5 90% on PBIS implementation fidelity assessment
2.6	2.6 Connectedness factors on CHKS and new local assessment	2.6 Baseline CHKS data and local assessment will be			2.6 Spring 2025 Not available as of this reporting	2.6 5% annual increase CHKS and local assessment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		established in Year 1 (new metric)				
2.7	2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs	2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs			2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs	2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs
2.8	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs			2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs
2.9	2.9 Parent survey participation rate	2.9 72% Parent Survey participation rate			Spring 2025 Not available as of this reporting	2.9 72% Parent Survey participation rate
2.10	2.10 Parent participation in school activities rate	2.10 Baseline for parent participation in school activities will be established in Year 1			Spring 2025 Not available as of this reporting	2.10 Annual 5% increase in parent participation rate

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Student Activities 2.1 Implement at least one high-interest student activity per semester.	Yes	Ongoing Implementation	Multiple student activities have been held		\$5,000.00	\$2,000
2.2	Parent Engagement Parent conferences quarterly to review progress towards reinstatement.	Yes	Ongoing Implementation	Parent reinstatement conferences are being held		\$3,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>Positive Behavior Interventions and Supports (PBIS) 2.3 Implement Positive Behavior Intervention Supports (PBIS) with fidelity to provide individualized interventions and supports for each English Learners, Foster Youth, and Low Income students.</p> <p>SWIS data system Behavior incentives PBIS training</p>	Yes	Ongoing Implementation			\$60,000.00	\$0
2.4	<p>Behavior Specialist 2.4 Behavior Specialist to provide intensive trauma training and positive behavior support plans to each English Learner, Foster Youth and Low Income student, including those students with disabilities.</p>	Yes	Ongoing Implementation			\$73,000.00	\$20,500
2.5	<p>Parent Engagement 2.5 Schedule quarterly Carden School parent engagement sessions in coordination with family visits at Tri-County Youth Rehabilitation Center</p>	Yes	Ongoing Implementation			\$1,000.00	\$800.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.6	Restorative Practices 2.6 Provide Restorative Practice training for all staff and service providers to support implementation of a restorative environment for each English Learner, Foster Youth, and Low Income student, including students with disabilities.	Yes	Planned			\$32,000.00	\$0
2.7	Parent Project 2.7 Coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, and Health and Human Services to provide training for families of English Learners, Foster Youth and Low Income students, including students with disabilities.	Yes	Ongoing Implementation			\$35,000.00	\$800.00
2.8	Probation Officer 2.8 Provide a full-time on-site Probation Officer to support a safe school and effective learning environment.	Yes	Fully Implemented			\$70,000.00	\$70,000.00
2.9	SARB Coordinator 2.9 5% SARB Coordinator to support system interventions to improve truancy rates and student attendance.	Yes	Fully Implemented			\$5,000.00	\$2,500.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.10	Student Resource Officer 2.10 Provide a 30% Student Resource Officer to support a safe school and effective learning environment	Yes	Fully Implemented			\$30,000.00	\$15,000.00
2.11	Youth Advocate Director 2.11 Provide a Youth Advocate Director position 1 FTE to coordinate Youth Advocacy program services.	Yes	Fully Implemented			\$80,000.00	\$40,000.00
2.12	Parent Engagement Schedule and provide a series of relevant workshops for parents; topics to be determined based on parent interest feedback, such as; Substance Use, Gang Awareness, Trauma Informed Practices, etc.	Yes	Planned	Trauma Informed Practices training is planned for Spring semester		\$2,000.00	\$0
2.13	Wellbeing Universal Screener Social Emotional universal screener will be administered to student and parent at enrollment to determine student needs and intervention plan	Yes	Planned	Social Emotional universal screeners are being considered		\$5,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.14	PBIS Strengthen Tier three interventions and supports	Yes	Fully Implemented			\$50,000.00	\$54,000.00
2.15	Parent Engagement Host quarterly family involvement activities.	Yes	Ongoing Implementation			\$3,000.00	\$800.00
2.16	Social Emotional Health and Well-being Develop a School-based wellness center	No	Fully Implemented			\$20,000.00	\$20,000.00

Goal 3

Goal Description

Collaborate with countywide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	% of Expelled Youth having educational services coordinated through Yuba County process	100% of Expelled Youth having educational services coordinated through Yuba County process			100% of Expelled youth have services coordinated	100% of Expelled Youth having educational services coordinated through Yuba County process

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Expelled Youth Plan Coordinator 3.1 Continue to provide administrative support to coordinate an improved system of countywide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.	No	Fully Implemented			\$10,000.00	\$5,000.00

Goal 4

Goal Description

Yuba County Blue Ribbon Commission (BRC) has served as the Executive Advisory Council (EAC) for the FYSCP for over 20 years. The BRC comprises agency directors and the courts all of whom develop policies. The FYSCP will expand the EAC to include direct service staff from various organizations currently participating in the BRC. In addition, meeting with direct service providers the EAC will also expand the participation to other providers and encourage resource families, Foster Family Agencies (FFA), and current and former foster youth. This change intends to encourage more discussion and focus on implementing policy and implementation of model practices.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	4.1 - Number of services provided to support Foster Youth county wide	4.1 - this is a new metric no baseline for number of services provided to support Foster Youth county wide			4.1 Spring 2025 Not available as of this reporting	800 services to 200 students

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Foster Youth Coordinator/Liaison 4.1 Provide Prevention Coordinator to act as Foster Youth Coordinator to work with Foster Youth Executive Council to continue to coordinate all services described in Education Code Section 42921 county wide.	No	Fully Implemented			\$60,000.00	\$32,770.00
4.2	Prevention Secretary/Accountant 4.2 Prevention Secretary/Accountant to support countywide Foster Youth programs	No	Fully Implemented			\$16,000.00	\$6771.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	Foster Focus Data System 4.3 Continue to support a countywide protocol to share data from the Foster Focus system	No	Fully Implemented			\$2,300.00	\$2,300.00
4.4	Foster Youth Educational Caseworker 4.4 Provide Educational Casemanagers to provide educational support	No	Fully Implemented			\$80,000.00	\$11,263.00
4.5	Foster Youth Conferences 4.5 Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit and other Foster Youth conferences	No	Planned			\$7,000.00	\$0

Goal 5

Goal Description

Equity Multiplier Funding will be used to provide instructional staff, materials and supplies to implement evidence based programs and practices to address learning barriers and improve student outcomes in reading and suspension for socioeconomically disadvantaged students (SED), students with disabilities (SWD), and Hispanic students.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	5.1 Local Assessment Indicators in reading and literacy	5.1 Baseline to be determined in Year 1			Spring 2025 Not available as of this reporting	5.1 5% annual increase in local assessment indicators
5.2	5.2 Suspension rates for the following student groups: Socio-economically Disadvantaged Hispanic White	5.2 Baseline to be determined in Year 1			Spring 2025 Not available as of this reporting	5.2 2% annual decrease in suspension rates for the following student groups: Socio-economically Disadvantaged Hispanic White

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Equity Multiplier staff Thomas E Mathews Provide staff to implement evidence based programs and practices to address learning barriers and improve student outcomes in reading and literacy	No	Partially Implemented			\$108,000.00	\$53,761.00
5.2	Equity Multiplier staff Harry P B Carden	No	Partially Implemented			\$48,000.00	\$24,097.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Provide staff to implement evidence based programs and practices to address learning barriers and improve student outcomes in reading and literacy						
5.3	Equity Multiplier materials and supplies Materials and Supplies	No	Planned			\$15,000.00	\$0

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	9,189,584	9,423,172
LCFF Supplemental/Concentration Grants	489,561	544,186



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yuba County Office of Education	Cynthia A. Soares, M.S. Director	cynthia.soares@yubacharterschool.org 530-749-4000

Goal 1

Goal Description

Operationalize interventions/supports to keep all students and families engaged, learning, and achieving through graduation and to students' college/career pathway.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	% of students with sufficient standards-aligned materials Priority 1b Source: Local Inventory	2023-2024 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home			Fall 2024 100%	100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home
1.2	Annual parent input satisfaction/participation Parent participation Priority 3a/3b Source: Local Surveys & Tracking	2023-2024 93% of parents responded they are satisfied with YCCPCS. Less than 10% of parents participated in the survey. YCCPCS strives to maintain positive survey response rates of at least 85%.			Spring 2025 Not available as of this reporting	85%+ parent/guardian survey satisfaction with greater than 50% participation increases in involvement through volunteering, decision-making, or schoolwide events.
1.3	Annual Facility Inspection Priority 1c Source: Facility Inspection Tool (FIT)	2023-2024 0 instances			Fall 2024 0 instances	0 instances where facilities do not meet at least "good repair"
1.4	% completion a-g requirements % CTE Completers % of students completing a-g and at least one Pathway Priority 4b-4d Source: CALPADS/SIS	2022-2023 UC/CSU: 0 Low income: 0 Disabilities: 0 Hispanic: 0 White: 0			Spring 2024 4/5 Yr Reporting Req: UC/CSU: 0 CTE: 4% (11 students) UC/CSU and Pathway: 0	Overall >0% of students will complete a-g requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		CTE: 20.6% Low income: 21% Disabilities: 33% Hispanic: 29.2% White: 14.3% UC/CSU and Pathway: 0 Low income: 0 Disabilities: 0 Hispanic: 0 White: 0			Spring 2024 Local Metric 1-Yr CTE Cohort: 9-12th grade students completing Intro Courses: 41% (+18%) Concentrator Courses: 19% (+13%) 1-Yr CTE Cohort: 11-12th grade students completing Concentrator Courses: 21% (+13%) Completer Courses: 10% (+3%)	>25% of students will complete CTE pathways >1% of students will complete a-g and at least one Pathway Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall
1.5	Attendance % Priority 5a Source: SIS/DataQuest	Spring 2023 (K-12) Overall: 89% Low income: 88% Disabilities: 90% Hispanic: 90% White: 87%			Spring 2024 (SIS) Overall: 90% (+1%) Low income: 90% (+2%) Disabilities: 94% (+4%) Hispanic: 91% (+1%) White: 90% (+3%)	Overall At least a 90% attendance rate Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall
1.6	4/5-year graduation rate Priority 5e Source: CA Dashboard	Spring 2023 Overall: 37% (new baseline 4/5 year) Student Groups Low income: 37% Disabilities: 17% Hispanic: 29% White: 43%			Spring 2024 Overall: 51% (+14%) Student Groups Low income: 51% (+14%) Disabilities: 63% (+46%) Hispanic: 49% (+20%) White: 48% (+5%)	Overall Maintain a target 4/5-year graduation rate of >75%. Student Groups Low-income: close gap by same % as overall Disabilities: close gap by same % as overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						Hispanic: close gap by same % as overall White: close gap by same % as overall
1.7	Broad Course of Study Percentage of 6-12 students with access to a broad course of study Priority 7a Source: SIS	2023-2024 100% of enrolled students have access to a broad course of study.			Fall 2024 100% of enrolled students have access to a broad course of study.	Overall 100% of enrolled students will have access to a broad course of study.
1.8	Programs and services for unduplicated students and students with IEPs Priority 7b/7c Source: SIS/Local tracking	2023-2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled YCCPCS students as measured by the UCP.			Fall 2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled YCCPCS students as measured by the UCP.	100% of students classified as unduplicated or students with special needs will have access to all programs and services offered to enrolled YCCPCS students as measured by the UCP.
1.9	Climate Screener Priority 6c Source: Locally Tracked CoVitality	Fall 2023 Baseline 58% of students were classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.			Fall 2024 66% (+8%) of students were classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.	Of students participating, >85% will be classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.
1.10	1-year cohort grad rate Priority 8 Source: CA Dashboard	Spring 2022 Overall 81% Low income: 79% Disabilities: 94% Hispanic: 88% White: 77%			Spring 2024 Not available as of this reporting	Overall Maintain a target 1-year graduation/ equivalency rate of >80%. Student Groups Low-income: close gap by same % as overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						Disabilities: close gap by same % as overall Hispanic: close gap by same % as overall White: close gap by same % as overall
1.11	Number of students completing college courses Priority 8 Source: SIS Query/ Report	Fall 2023 2 Concurrent 0 Dual Enrollment 12 Articulated courses Student Groups Low income: 93% Disabilities: 21% Hispanic: 71% White: 21%			Spring 2024 Not available as of this reporting	>30 students successfully completing Concurrent Enrollment, Dual Enrollment, or articulated courses Student Groups Low income: within 5% of other groups Disabilities: within 5% of other groups Hispanic: within 5% of other groups White: within 5% of other groups
1.12	% of high school students completing grad plans Priority 8 Source: SIS (Academic Planner) locally tracked	2023/2024 school year 91% of first year students completed a grad plan.			2024/2025 Not available as of this reporting	100% of students will meet with and complete a graduation plan with an academic advisor within the first year of enrollment.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Systems to Support Student & Family Engagement & Connectedness To address Comprehensive Support and Improvement for low graduation rate and the CA	Yes	Partially Implemented	See screener and graduation data above.	YCP sent out an additional survey eliciting parent/guardian ability to participate in	\$124,506.00	\$58,584.83

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Dashboard's overall and low-income, low-performing graduation and college-career readiness rates, YCCPCS will use the next three years to develop and implement local procedures that build and support a strong foundation for academic engagement and school connectedness. In 24-25, this work will include:</p> <ol style="list-style-type: none"> 1. Developing enrollment/orientation procedures to onboard and train staff by 25-26. 2. Refining and improving family events, tools/resources, and decision-making processes implemented in the last LCAP cycle (e.g., awards night, student planners, Council, etc.) 3. Improving school climate/culture using CoVitality data to inform staff's response to identified needs and <ol style="list-style-type: none"> a. Increasing student participation from the Fall 2023 baseline of the biannual CoVitality Survey b. Implementing a tiered response to CoVitality data, including ensuring students participate in CoVitality lessons in a group setting. 4. Implementing a leadership team to support systems development and progress monitor implementation and effectiveness 				<p>the education program. There were 83 responses. Several responses indicated interest in the Charter Advisory Council and an upcoming community event. Several more indicated they may be available if called on to support.</p> <p>Enrollment/Orientation Procedures: Procedures have been reviewed and updated.</p> <p>Fall 2024 CoVitality Participation: 68% (+4%)</p> <p>Fall 2024 CoVitality Focus Indicators: Persistence: 30% (+7%) Gratitude: 51% (+12%)</p> <p>Leadership Team:</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>Three meetings fall 2024 to develop the dynamic of the team</p> <p>Family Events: One family event Fall 2024 and another schedule Spring 2025.</p>		
1.2	<p>Tiered Support Procedures To address Comprehensive Support and Improvement for low graduation rate and the CA Dashboard's overall and low-income, low-performing ELA, math achievement, graduation, and readiness rates, YCCPCS will address underlying behavioral (attendance) and social-emotional (student screener) needs. In 24-25 YCCPCS will:</p> <ol style="list-style-type: none"> 1. implement a procedure for the early identification and matching of academic and social-emotional supports using the YCCPCS MTSS Framework and 2. increase onsite support 3. review, revise, and implement the Student Success Team process 	Yes	Partially Implemented	<p>See graduation rate above.</p> <p>Achievement data from Goal 2: Spring 2024 ELA 33% (+18%) Overall 32% (+17%) Low Income 14% (+14%) Disabilities 42% (+21%) White 23% (+5%) Hispanic</p> <p>Spring 2024 MATH 0% (-2%) Overall 0% (-2%) Low Income 0% (No change) Disabilities 0% (-5%) White 0% (No change) Hispanic</p>	<p>MTSS Framework: Classified staff working to align SIS Interventions with Framework</p> <p>SST Process: Classified staff working to align SIS Interventions with Framework</p>	\$32,795.00	\$23,714.37
1.3	College/Career Pathway Procedures & Supports	Yes	Partially Implemented	See graduation and college career (a-g &	Event Attendance:	\$157,182.00	\$77,002.25

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>To address Comprehensive Support and Improvement for low graduation rate and the CA Dashboard's overall and low-income, low-performing graduation and college-career readiness rates, YCCPCS will articulate and implement college/career pathway procedures and develop support systems, including</p> <ol style="list-style-type: none"> 1. completing graduation plans 2. promoting attendance at college/career exploration activities (field trips, job shadow day, job fairs, etc.) 3. increasing student/family engagement and connectedness with community agencies/partners by <ul style="list-style-type: none"> • FAFSA awareness training (during family events, Parent Square, etc.) • Early identification of students for dual enrollment and supporting students through dual enrollment • Articulation CTE Capstone courses and others as time permits 4. awareness of and support for student mental health and wellness, including drug abuse, throughout this process 			CTE) readiness data above.	<p>Community Partner Engagement: Food bank/ 1 x mo Articulated welding and by end of year will articulate Aquaponics One student supported with dual enrollment</p> <p>Mental Health and Wellness: One student supported for substance abuse and opened a wellness center</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	Additional Resources & Staffing Maintain adequate resources and staffing to provide a multi-tiered system of support (e.g., tutors, PBIS), including social, emotional, and mental health coaching and referrals.	Yes	Partially Implemented	YCCPCS maintains adequate resources and staffing to provide a multi-tiered system of support.		\$403,163.00	\$238,057.43

Goal 2

Goal Description

Increase educators' capacity to support all students in engagement, learning, and achievement.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	% of appropriately assigned and credentialed teachers Priority 1a Source: CALSASS	2022-2023 100% of teachers are appropriately assigned and credentialed.			Fall 2024 82% (9/11) of teachers are appropriately assigned and credentialed.	100% of teachers are appropriately assigned and credentialed
2.2	State standards implementation EL access to State and ELD standards (avg 3 ELD scores) Priority 2a/2b Source: LI Self-Reflection Tool	Spring 2024: 4.3 points on a 5-point scale			Spring 2025 Not available as of this reporting	On a 5-point self-reflection tool maintain at least a 4 (80%).
2.3	% of students proficient on CAASPP ELA % of students proficient on CAASPP math Priority 4a Source: DataQuest/ CDE Test Results	Spring 2023 ELA: 15% Overall and Low Income 0% Disabilities; 21% White; 18% Hispanic Math: 2% Overall and Low Income 0% Disabilities; 5% White; 0% Hispanic			Spring 2024 ELA 33% (+18%) Overall 32% (+17%) Low Income 14% (+14%) Disabilities 42% (+21%) White 23% (+5%) Hispanic Spring 2024 MATH 0% (-2%) Overall 0% (-2%) Low Income 0% (No change) Disabilities 0% (-5%) White 0% (No change) Hispanic	Overall ELA: At least 30% proficient Overall math: At least 10% proficient Student Groups Low income: within 5% of other groups Disabilities: within 10% of other groups Hispanic: within 5% of other groups White: within 5% of other groups
2.4	% of EL students making at least one year's progress % reclassified ELs Priority 4e/4f Source: CA Dashboard ELPI & DataQuest	Spring 2023 There are too few to report publicly.			Spring 2024 There are too few to report publicly.	>50% of ELs will make at least one year's progress toward English proficiency. Maintain a reclassification rate of at least 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.5	College ELA and math Preparedness (EAP) Priority 4g/4h Source: DataQuest 11th gr test results	Spring 2023 Conditionally Ready/Ready ELA: 17% Conditionally Ready/Ready math: 0%			Spring 2024 Conditionally Ready/Ready ELA: 33% (+16%) Conditionally Ready/Ready math: 0% (No change)	>25% of students will be Conditionally Ready or Ready for college-level ELA courses >5% of students will be Conditionally Ready or Ready for college-level math courses College placement assessments do not apply to DASS schools
2.6	Chronic absentee % Priority 5b Source: SIS/DataQuest	Spring 2023 Overall: 28% Student Groups Low Income: 30% Disabilities: 26% Hispanic: 25% White: 32%			Spring 2024 Overall: 27% Student Groups Low Income: 28% Disabilities: 23% Hispanic: 25% White: 28% Homeless: 38% English Learner: 28% Two or More Races: 29%	<15% chronic absenteeism Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall
2.7	Middle school dropout rates High school dropout rates Priority 5c/5d Source: DataQuest	2022-2023 Middle School Overall: 0% -5%) High School Overall: 13% (-7%) Low income: 14% (-8%) Disabilities: 0% (-16%) Hispanic: 11% (-9%) White: 16% (-9%)			Sp 2024 1 Year Dropout Rates Note: Data reported from CALPADS not DataQuest Middle school dropouts: 8% (+8%) - One student Student Groups Too few students to publicly report	Overall Middle school dropout 0% Maintain high school dropout <15 % Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					High school dropouts: 11% (-2%) Student Groups Low Income: 11% (-3%) EL: 18% (-17%) FY/Homeless: 21% (-4%) Disabilities: 0% (no change) Hispanic: 13% (+2%) White: 12% (-4%) Multi Race: 10% (+6%)	
2.8	Suspension/Expulsion Rate Priority 6b Source: DataQuest	2022-2023 0 suspensions/expulsions			Spring 2024 Suspension Rate 1% Overall 3% Hispanic 3% Disabilities Spring 2024 Expulsion Rate 0%	Maintain > 1% suspension rate and 0% expulsion rate
2.9	Credit Completion Priority 8 Source: SIS Query/ Report	Fall 23 Average 24.17			Fall 2024 Data not available as of this reporting	Overall: Students will complete a minimum of 25 HS credits on average each semester
2.10	Annual staff PD survey results Priority 8 Source: Locally tracked	100% of teachers surveyed to determine their professional learning needs.			Spring 2025 Data not available as of this reporting	100% of teachers will be surveyed to determine their professional learning needs.
2.11	% of students making one year's growth on the local assessment in ELA and Math Priority 8 Source: Locally tracked online platform	2023-2024 Baseline year Spring 2024 the data incomplete to show one year of growth. As of Spring 2024 in ELA (reading) 57.2 % have shown growth			Spring 2025 Data not available as of this reporting	Overall Reading: At least 60% making one year's growth in ELA Overall Math: At least 40% making one year's growth in Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		and in Math 60.2% students have shown growth				Student Groups Low income: within 5% of overall Disabilities: within 10% of overall Hispanic: within 5% of overall White: within 5% of overall
2.12	% professional development attendance & implementation Priority 8 Source: Locally Tracked	2023-2024 100% trained 82% of certificated staff implementing 66% of classified staff implementing, as applicable to each position			Spring 2025 Data not available as of this reporting	100% of school staff trained on SEL/ Trauma-Informed practices and > 75% implementation.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Staff Professional Learning To address Comprehensive Support and Improvement for low graduation rate and the CA Dashboard's overall and low-income, low-performing ELA, math achievement, graduation, and readiness rates, YCCPCS will provide whole group structured staff professional learning 1. PLC time to support continuous improvement 2. using research/evidence-based instructional and SEL practices (e.g., PBIS, CoVitality)	Yes	Partially Implemented	See achievement data above. Grad rate data from Goal 1: Spring 2024 Overall: 51% (+14%) Student Groups Low income: 51% (+14%) Disabilities: 63% (+46%) Hispanic: 49% (+20%) White: 48% (+5%)	PLC Time: 36 protected staff work days in 24-25 with internal and external professional development and coaching support. Approximately half of these hours have been implemented as of Dec 2024.	\$459,000.00	\$248,372.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	3. pedagogy/ instruction focusing on practices specific to alternative education, independent study, and CTE 4. ongoing staff development (Mondays) of a Multi-Tiered System of Support						
2.2	Continuous Improvement Support continuous improvement efforts by 1. monitoring professional learning needs and implementation 2. monitoring goal and action implementation and effectiveness 3. monitoring student outcomes and other program data 4. looking to other models/programs to determine how practices are implemented	Yes	Partially Implemented	See professional development data above.	Data systems continue to be implemented. Data disaggregation procedures are being developed. Leadership team and Charter Advisory Council and staff are progress monitoring implementation and effectiveness of LCAP actions. Model Program Observations haven't started this yet; however, the Dashboard Navigator tool was used to identify similar	\$32,002.00	\$16,348.59

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					schools with higher graduation rates for follow up.		

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	3,525,794	3,478,409
LCFF Supplemental/Concentration Grants	806,742	820,812