



**YOLO COUNTY BOARD OF EDUCATION REGULAR  
BOARD MEETING**

**05/12/2020 03:30 PM**

Yolo County Office of Education

ZOOM MEETING

Open Session - 3:30 PM

## AGENDA

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The Yolo County Office of Education's vision is to be a model of excellence in educational service, innovation, and impact.

### BOARD MEMBERS

Carol Souza Cole, President  
Matt Taylor, Vice President  
Melissa Moreno  
Shelton Yip  
Tico Zendejas

In compliance with Executive Orders N-29-20 and N-35-20 issued by Governor Newsom on March 12 and March 21, 2020 respectively, the May 12, 2020 Yolo County Board of Education Regular Meeting will be conducted through Zoom Video Conferencing.

In compliance with the Executive Order, Board Members, interested parties, and members of the public will be able to call into the meeting at 3:30 p.m. on Tuesday, May 12, 2020.

The Zoom video link number for connecting to the meeting is:

OPTION 1: COMPUTER: Using a computer or Mobile Phone:

Click this link (this is the easiest and fastest): <https://ycoe.zoom.us/j/629237358?pwd=aGVCMTB4SINGOG9aYVNFShVjVEVRQT09>

Join Zoom Meeting Here: <https://zoom.us/join>

...and enter Meeting ID: 629 237 358 Password (If using Computer or Mobile Phone Zoom App): countymtg

OPTION 2: PHONE: Using a traditional phone or cell phone:

Dial by Phone: +1 669 900 6833 Meeting ID: 629 237 358

Password: 820450

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Members of the public may comment on items on the agenda, and any item within the


jurisdiction of the Yolo County Board of Education in the following manner:


The public will have access to the Yolo County Board of Education meeting through Zoom Teleconferencing (information to access meeting is on agenda). For those individuals who wish to make a public comment, please do so through the Zoom meeting chat feature.

A moderator for the meeting will read your comments for the record.

Comments may not exceed three (3) minutes.










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| Approval of Minutes:   |           |
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| The Board is being asked to take action on Resolution #19-20/45: In Support of Lesbian, Gay, Bisexual, Transgender and Queer Pride Month - June 2020.  |           |
| 3. RESOLUTION #19-20/46: Ordering Board of Education Member Regular Election and Requesting the Boards of Supervisors of the Counties of Yolo, Solano and Sutter to  | 32        |

Consolidate Elections with Regular Election Held on November 3, 2020   
 The Board may take action today at their regular meeting to adopt Resolution #19-20/46: Ordering Board of Education Member Regular Election and Requesting the Boards of Supervisors of the Counties of Yolo, Solano and Sutter to Consolidate Elections with Regular Election Held on November 3, 2020.

- 4. Second Reading of Board Policies  36
  - a. BP/SP 0450 - Comprehensive Safety Plan
  - b. BP/SP 6178 - Career Technical Education

The Board will be asked to adopt the above BP/SP policies.

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 This item is being presented for Information.
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 For information. The Board will be asked to consider adopting this policy at the June regular Board Meeting.
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 For Information.
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**6. ADJOURNMENT 203**

AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS:

For disability related accomodations, please contact the Yolo County Office of Education - Superintendent's





**YOLO COUNTY BOARD OF EDUCATION REGULAR BOARD MEETING**

**05/12/2020 - 03:30 PM**

Printed: 05/07/2020 07:13 PM

office at (530) 668-3702, at least three (3) working days prior to the scheduled meeting.

For translation services, if joining the meeting via Zoom, please check the box to Enable Language Interpretation for the meeting.

Four (4) calendar days prior to the meeting, a full Board packet is available for review on the Yolo County Office of Education website: [www.ycoe.org](http://www.ycoe.org)

**1. OPENING PROCEDURES**

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**1. 1. Call to Order and Roll Call**

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**1. 2. Pledge of Allegiance**

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**1. 3. Approval of Agenda**

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**Recommendation**

Motion to Approve Agenda.

## 1. 4. Public Comment

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### Quick Summary / Abstract

*Members of the public may comment on items on the agenda, and any item within the jurisdiction of the Yolo County Board of Education in the following manner:*

The public will have access to the Yolo County Board of Education meeting through Zoom Teleconferencing (information to access meeting is on agenda). For those individuals who wish to make a public comment, please do so through the Zoom meeting chat feature.

A moderator for the meeting will read your comments for the record.

*Comments may not exceed three (3) minutes.*

**2. REPORTS**

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**2. 1. Board Member(s)/Superintendent/Superintendent's Advisory Team/Committee(s)**

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**Quick Summary / Abstract**

- a. Board Reports
- b. Superintendent
- c. Superintendent's Advisory Team
- d. Committees

**Recommendation**

For Information.



**2. 2. Associations (This Item provides an opportunity for YEA/CSEA/AFSCME representatives to address the Board and public**

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### 3. CONSENT AGENDA

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#### Quick Summary / Abstract

These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion unless a Trustee or citizen requests that an item(s) be removed for discussion and separate consideration. In that case the designated item(s) will be considered following approval of the remaining items:

Approval of Minutes:

- a. April 14, 2020 Regular Meeting
- b. Temporary County Certificates (April and May 2020)

#### Supporting Documents

 [4-14-20 Draft Minutes.pdf](#)

 [TCC's April 2020 5 totals.pdf](#)

 [TCC's May 2020 1 totals.pdf](#)

**YOLO COUNTY BOARD OF EDUCATION**  
**Regular Meeting: April 14, 2020**  
**MINUTES**

**1.1 OPENING PROCEDURES**

1.1 Call to Order and Roll Call. The Yolo County Board of Education met on April 14, 2020 at 3:39 p.m. in Regular session on a zoom conference call. Board Members present were: Melissa Moreno, Carol Souza Cole, Matt Taylor, Shelton Yip and Tico Zendejas. Trustee Souza Cole presided. Superintendent Garth Lewis was present. (Roll Call held).

1.2 Pledge of Allegiance. The pledge of allegiance was conducted.

1.3 Approval of Agenda.

**MOTION:** Yip **SECOND:** Zendejas **AYES:** Yip, Zendejas, Moreno, Taylor, Souza Cole **NOES:** None **ABSENT:** None

1.4 Public Comment. None.

**2.0 REPORTS**

2.1 Board Member(s)/Superintendent/SAT/Committee(s).

a. Board Reports

Trustee Yip

- *Recognized Gayelynn Gerhart, Principal, Alternative Education for her Equity award that she received at U.C. Davis on March 10, 2020*
  - *Recognized Dr. Micah Studer, Executive Director, Equity and Support Services who was published in the Association of California School Administrators (ACSA) Education in California magazine for an article on Equity.*
  - *Praised Dr. Carolynne Beno, Associate Superintendent, Educational Services for being published twice in the Policy Analysis for California Education (PACE) publication.*
  - *Attended lots of zoom meetings last couple of weeks with the California School Boards Association (CSBA), ACSA and the California Department of Education (CDE)*
- Discussed -*
- *Local Control and Accountability Plan (LCAP) executive order coming out tomorrow.*
  - *Special education dollars*
  - *Prop. 98 affected.*
  - *May revise adjustments.*
- *Will attend California Public Employees Retirement System (PERS) and California State Teachers Retirement System (STRS) meeting*

*tomorrow.*

- *Working with superintendents and staff members throughout the state on equity issues, English language and special education.*
- *Access to distance learning difficult for some students.*
- *Status on conferences for the California County Board of Education (CCBE), CSBA, etc. will be upcoming.*
  - *Dr. Beno may present at the CSBA conference this year.*
- *Meeting with Assembly member Aguiar-Curry and staff tomorrow and on Monday a meeting with Senator Dodd.*
  - *Please email him to present questions or concerns to the Assembly member and Senator.*
  - *Trustee Souza Cole asked on whose behalf is he meeting on and Trustee Yip stated all of the above (ACSA, CSBA, individual) with concerns for each organization.*

*Trustee Zendejas*

- *Discussed how can we support students.*
  - *Asked leadership what are we doing to support innovation, provide essential services, food and unemployment resources. How can we as board members lead and think about future as an organization.*

*Trustee Moreno*

- *Discussed how this has been a time of transition and also very busy.*
- *Continued to meet with the California Latino School Boards Association (CLSBA).*
  - *Planning a virtual summit focused on the digital divide and impact on the latino community as well as a discussion on the teacher shortage which started well before Covid-19. The focus will be on ethnic studies and what does it mean to K12 - online and offline.*
  - *Delaine Eastin and Tony Thurmond, former and current Superintendents of Public Instruction will possibly speak at the virtual summit and the details for the virtual summit with three (3) different dates and themes will be emailed soon.*
  - *Virtual summit will also include a conversation on the digital divide experienced across k-12 systems.*
- *Will participate in an emergency response management group which includes strong local leadership in the face of Covid-19 through the National Association of Latino Elects and Appointed officials.*
- *Plans to participate this coming Friday and listen to the CDE's Instructional Quality Commission meeting focused on ethnic studies and the next phase of the California ethnic studies model curriculum.*
- *Participated as a community member of Yolo yesterday and did a live Facebook interview in Spanish with Uno Vision to share with our community members and highlight resources in Yolo county. Trustee Moreno specifically highlighted resources that empower Yolo, parents*

*of students and county and community members across immigration and citizenship status in our county.*

- *Had a question regarding status of the superintendent vacancy at the Winters Joint Unified School District.*
- *Appreciates Superintendent Lewis' weekly communications to the board members and looks forward to hearing about the Covid-19 task force.*

Trustee Taylor

- *Attended CCBE meetings recently. Items discussed include:*
  - *Upcoming conferences*
  - *Budget issues.*
    - *May revise will be very different than what was introduced in January.*
    - *County boards will need to adjust meeting schedules to address budget changes/delays.*
- *CCBE conference is currently scheduled for September but not sure what that is going to look like.*
  - *In person attendance favored but it could be delayed or virtual in relation to crisis.*

Trustee Souza Cole

- *Signed diplomas for two (2) graduates from Dan Jacobs and Cesar Chavez school.*
  - *Congratulated staff on working diligently to continue with goal to graduate.*
- *In regards to the issue of a major budget revision at state level. It will affect our meeting schedule in June with a possible extra meeting date towards the end of month.*
  - *Keep calendars flexible.*
- *Congratulated staff at Cesar Chavez community school for a recently posted youtube video for students.*
- *Congratulated Winters and Esparto school districts with a car parade that included teachers and staff.*
  - *Great way to keep connected.*
- *Appreciates the regular communications sent every Friday from Superintendent Lewis.*
  - *Great way to keep us all informed.*
- *Would like Superintendent Lewis to clarify superintendent situation in Winters.*

b. Superintendent

- *Will share information on communication channels with staff.*
- *There are four (4) specific areas that we are attending in regards to the Governor's executive order: this includes distance learning, meals, childcare, payment to staff.*

*Communications*

- *Weekly calls with Yolo county public health and public information officers.*
  - *Regular updates, status and new guidance with staff standpoint, providing services to students. Shared with staff via zoom or email.*
- *Weekly calls with county offices of education*
  - *Discuss changes at state level.*
  - *Updates by region.*
  - *Discuss grading, graduation, budget, special education.*
- *Regular calls with California Association of African American Superintendents and Administrators (CAAASA) and the University of California Los Angeles (UCLA) on the needs of African American students in the state.*
- *Weekly calls with district superintendents.*
  - *Twice a week.*
  - *Help with decision making and support with critical issues.*
- *Partnership with First Five (5) of Yolo county*
  - *Discuss foodbank, childcare providers, distribution of diapers, hand sanitizers, etc.*
- *In regards to Trustee Yip's request for comments to Senator Dodd and Assemblymember Aguiar-Curry - Superintendent Lewis with other county superintendents from Solano, Napa and Sonoma will be meeting with them on Thursday to better understand the outlook on budget issues. Items to be discussed include:*
  - *Education budget.*
  - *Coming out of shelter in place.*
  - *Helping to roll back some restrictions and normalize.*
  - *Shift from being reactionary and to being proactive.*

*There is currently a search for a new superintendent in Winters. Superintendent Todd Cutler will stay through the remainder of year and provide support. The county office is facilitating review of applications. There has been a nice turnout of candidates interested in the superintendent position.*

*Other items discussed included:*

- *Summer school – many schools/districts will be virtual*
- *Local leadership (board of supervisors, etc.) has been important through the Covid-19 crisis.*
- *Staff has stepped up to fill in voids during this crisis and Superintendent Lewis would like to invite our board to think through a message to share with our education partners with family and youth in the county.*
- *Good news: YCOE received an award from the Travis Credit Union in regards to an initiative to support non- profits in this area to provide*

*support for long distance learning in education.*

- *Discussions with SAT how best to deploy funds.*
- *Will help to provide support in distance learning for special education.*

*Questions from Trustee Moreno included clarification on Superintendent Cutler from Winters Joint USD and if he is still working through the end of year.*

*Trustee Yip had a question about districts pushing their start date after Labor day. Superintendent Lewis stated that this has not been decided but would not be surprised if that happens but the primary issue is what information we receive from public health officials.*

*The Employee of the Month Recognition was given by Margie Valenzuela, Executive Director of n Resources to Kristin Chavez, Paraeducator, River City High School in the Special Education Program.*

### **SAT**

*Dr. Carolynne Beno, Associate Superintendent, Educational Services will present on long distance learning later in the Board agenda.*

*Crissy Huey, Associate Superintendent, Administrative Services presented this item in the Board packet*

*Items discussed included the*

- *Budget – May 12 board meeting will have updates.*
- *Advising districts on looking at current year with funding and looking at out years.*
  - *Recommendation is to not build any COLA in.*
- *May revise will tell us more*
  - *August or early Fall with more changes in how to approach the budget situation.*
  - *A lot is unknown and programs should be conservative and address essentials only.*

c. **Committees.**

*None.*

2.2 **Associations.**

*Cory Wiegel, President, YEA stated that they recently passed MOU guidelines for distance learning.*

### **3.0 CONSENT AGENDA**

- a. **Approval of Minutes:**
  - March 10, 2020 Regular Meeting

- March 20, 2020 Special Meeting
- Temporary County Certificates (February and March 2020)

Trustee Moreno attended the 3x2x2 meeting.

- Would like to discuss at the board retreat whether she should attend as an individual or as representative of YCOE.
  - She asked that it be added to the board retreat agenda.

Trustee Moreno also has a change to consent agenda and would like to approve minus the March 20, 2020 special meeting minutes.

*Motion to approve consent agenda minus the March 20, 2020 special meeting minutes.*

**MOTION:** Taylor **SECOND:** Yip **AYES:** Taylor, Yip, Moreno, Souza Cole, Zendejas **NOES:** None **ABSENT:** None

*Trustee Moreno has a change to the March 20, 2020 special meeting:*

**From:**

*Trustee Moreno discussed canceling events and gatherings and understands that this does not apply to class.*

**Change to:**

*Trustee Moreno discussed the canceling of events and gatherings, and asked why this does not apply to class.*

*Motion to approve March 20, 2020 minutes with Trustee Moreno's correction*

**MOTION:** Zendejas **SECOND:** Moreno **AYES:** Zendejas, Moreno, Taylor, Souza Cole, Yip **NOES:** None **ABSENT:** None

#### 4.0 ACTION ITEMS

- 4.1 RESOLUTION #19-20/33: Classified School Employee Week, May 17-23, 2020  
The Board took action to approve Resolution #19-20/33: Classified School Employee Week, May 17-23, 2020. The resolution was presented to Andrew Martinez, Vice President and Allyson Camarillo, President of AFSCME who thanked everyone for the acknowledgement. Supt. Lewis commented and thanked them and all classified staff for their hard work and dedication during this time. Mr. Martinez thanked everyone and commented that he and staff are anxious to come back to work and they are grateful for working with great leadership and staff.



**MOTION:** Yip **SECOND:** Zendejas **AYES:** Yip, Zendejas, Moreno, Souza Cole, Taylor **NOES:** None **ABSENT:** None

4.2 RESOLUTION #19-20/34: California Day of the Teacher, May 5, 2020.

The Board took action to approve Resolution #19-20/34: California Day of the Teacher, May 5, 2020. The resolution was presented to Cory Wiegel, President, YEA and Allynson Camarillo, President, AFSCME, who thanked everyone for the acknowledgement.

**MOTION:** Moreno **SECOND:** Yip **AYES:** Moreno, Yip, Souza Cole, Taylor, Zendejas **NOES:** None **ABSENT:** None

4.3 RESOLUTION #19-20/35: Mental Health Awareness Month – May 2020

The Board took action to approve Resolution #19-20/35: Mental Health Awareness Month – May 2020. Superintendent Lewis stated that YCOE’s focus is on social and emotional learning during this time and reaching out to students and families is very important. Trustee Yip stated support for more mental health and that it will be one of the issue to discuss with the assembly member and senator at their upcoming meeting.

**MOTION:** Zendejas **SECOND:** Yip **AYES:** Zendejas, Yip, Moreno, Souza Cole, Taylor **NOES:** None **ABSENT:** None

4.4 RESOLUTION #19-20/36: Teen Pregnancy Prevention Month – May 2020

The Board took action to approve Resolution #19-20/36: Teen Pregnancy Prevention Month 2020.

**MOTION:** Yip **SECOND:** Moreno **AYES:** Yip, Moreno, Souza Cole, Taylor, Zendejas **NOES:** None **ABSENT:** None

4.5 RESOLUTION #19-20/37: Asian Pacific American Heritage Month – May 2020

The Board took action to approve Resolution #19-20/37: Asian Pacific American Heritage Month 2020. Board members commented on how important this resolution is and appreciated the language identifying diversity/support to the Asian pacific community for all their contributions to education.

**MOTION:** Yip **SECOND:** Taylor **AYES:** Zendejas, Moreno, Souza Cole, Taylor, Yip **NOES:** None **ABSENT:** None

**5.0 INFORMATION ITEMS**

5.1 Head Start/Early Head Start Reports

- a. Enrollment Update
- b. Program
- c. Financial Reports
- d. Policy Council Meeting Agenda
- e. Policy Council Meeting Minutes

Debra Hinely, Director, Internal Business Services reviewed the Financial Reports in the Board packet and responded to questions from the Board. Carolynne Beno, Associate Superintendent, Educational Services, reviewed the program, enrollment update and answered questions from the Board.

Items discussed included:

- Distance learning.
- Serving child care providers where there are opening.
  - Guidelines.
  - Practicing social distancing.
- Hospitals in yolo - essential workers
- Childcare needs additional slots.
  - Head start teachers are calling parents once a week
  - Trustee Souza Cole would like an email from Director Nadal on what the teachers are hearing from parents on distance learning.
  - Survey sent to parents on preference for distance learning. Items learned:
    - Lesson plans and packets wanted.
    - Allynson Camarillo shared that families that have more than one child it can be difficult if they have no internet.
    - Families stressed and trying to balance workload.
    - Provided paper packets to do some activities with kids.
      - Also important to read books and ask questions to keep engaged.

Trustee Moreno heard parents are stressed and lack having essential items such as diapers, etc. There is funding to support resources. She will send a link to Superintendent Garth Lewis for that support.

- 5.2 Program Evaluation and Juvenile Hall Certification that School Program is Compliant with Title 15, Article 6 Section 1370 and Education Codes  
Dr. Micah Studer, Executive Director, Equity and Support Services presented this item in the Board packet and responded to questions from the Board.
- 5.3 Review Cesar Chavez Calendar  
Dr. Carolynne Beno presented the information in the Board packet and responded to questions from the Board.
- 5.4 19-20 YCOE Williams Third Quarter UCP report  
Deb Bruns, Director, Curriculum and Instruction presented the information in the Board packet and responded to questions from the Board. There were no complaints.
- 5.5 First Reading of Board Policy – 6000 (Instruction) Series – 4 policies  
a. BP/SP 0450 - Comprehensive Safety Plan

- b. AR 0450 - Comprehensive Safety Plan
- c. BP/SP 6178 - Career Technical Education
- d. AR 6178 - Career Technical Education

Dr. Carolynne Beno, Associate Superintendent, Educational Services, reviewed this item in the Board packet and responded to questions from the Board.

Trustee Souza Cole requested that the school safety plans be placed on the Board calendar every January/February and to please plan to introduce them this year in May. Also what the process would be on the formation of a CTE advisory Committee and who would need to participate.

She also requested that the CTE data report be placed on the recurring Board calendar each year in February. The policies will come back to the Board for a second reading next month.

#### 5.6 Plan for Implementing Distance Learning

Dr. Carolynne Beno, Associate Superintendent, Educational Services, reviewed the item in the Board packet and responded to questions from the Board.

Items discussed included:

- Focus on safety, shelter and food.
- Student housing.
- Funding for distance learning.
  - Policies.
  - Re-engaging with families to access.
  - Access to internet and devices, digital format and paper packets.

Meetings conducted for distance learning include:

- Superintendent Lewis has weekly with district superintendents
- Dr. Carolynne Beno, Associate Superintendent, Educational Services meets with leaders on grading, support, graduation, MTSS and social/emotional learning.
- Elizabeth Engelken, Assistant Superintendent, SELPA meets with leaders on special education and general education partnerships.
  - Also meets with districts to discuss special education students.

Programs that provide services through video conferencing:

- Cesar Chavez
  - Hot spots and chromebook pick up.
  - Edgenuity.
  - Special education support through zoom.
- Dan Jacobs
  - Packets and now edgenuity.
  - Transitioning to video conferencing.

- Head Start Program
  - Weekly lesson plans via phone.
  - Library daily story time in English and Spanish.
  - Sharing with families.
  - Special education started instruction.
    - Via zoom training.
    - Conduct IEP meeting with zoom.
  - Professional learning networks.
    - Feedback from districts; social and emotional and distance learning.

Superintendent Lewis also stated that we will soon start working with CCEE on many issues to help support districts.

Trustee Moreno commented and thanked staff for their extraordinary efforts to support students and teachers on distance learning. She is also concerned if families know where they can go for resources if needed. Superintendent Lewis commented on the communication that has recently been sent to families from the districts, Yolo County Office of Education and the Yolo County Public Health Department. He also commented that the phone number 211 can be used as a resource for families. The Board update will continue to be emailed every Friday with the most recent updates.

5.7 Suggested Future Agenda Items

Board Retreat will be rescheduled in the future.

Trustee Souza Cole requested that the school safety plans be placed on the Board calendar every January/February and to please plan to introduce them this year in May. Also what the process would be on the formation of a CTE advisory Committee and who would need to participate.

She also requested that the CTE data report be placed on the recurring Board calendar each year in February.

6.0 **ADJOURNMENT.** The meeting adjourned at 5:34 p.m.

**MOTION:** Yip **SECOND:** Taylor **AYES:** Yip, Taylor, Moreno, Souza Cole, Zendejas **NOES:** None. **ABSENT:** None

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Garth Lewis, Superintendent

/ys

YOLO COUNTY OFFICE OF EDUCATION  
 TEMPORARY COUNTY CERTIFICATES  
 FOR DISTRICTS

April 2020

Davis Joint Unified School District

| Applicant Name    | Type of Credential/Permit/Certificate |
|-------------------|---------------------------------------|
| Petrina Jonas     | Teacher Librarian                     |
| Kellie Sequeira   | Administrative Services               |
| Deborah Beauchamp | Multiple Subjects                     |

Esparto Unified School District

| Applicant Name | Type of Credential/Permit/Certificate |
|----------------|---------------------------------------|
|                |                                       |

Washington Unified School District

| Applicant Name | Type of Credential/Permit/Certificate |
|----------------|---------------------------------------|
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|                |                                       |
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Winters Joint Unified School District

| Applicant Name | Type of Credential/Permit/Certificate |
|----------------|---------------------------------------|
|                |                                       |
|                |                                       |
|                |                                       |
|                |                                       |

Woodland Joint Unified School District

| Applicant Name | Type of Credential/Permit/Certificate |
|----------------|---------------------------------------|
| Diego Solorio  | Career Substitute                     |
|                |                                       |
|                |                                       |
|                |                                       |
|                |                                       |

Yolo County Office of Education

| Applicant Name  | Type of Credential/Permit/Certificate |
|-----------------|---------------------------------------|
| Miriam Banuelos | CD Teacher Permit                     |
|                 |                                       |
|                 |                                       |
|                 |                                       |

Total TCC's for the Month of April 2020: 5

YOLO COUNTY OFFICE OF EDUCATION  
 TEMPORARY COUNTY CERTIFICATES  
 FOR DISTRICTS

May 2020

Davis Joint Unified School District

| Applicant Name | Type of Credential/Permit/Certificate |
|----------------|---------------------------------------|
|                |                                       |
|                |                                       |
|                |                                       |

Esparto Unified School District

| Applicant Name | Type of Credential/Permit/Certificate |
|----------------|---------------------------------------|
|                |                                       |

Washington Unified School District

| Applicant Name | Type of Credential/Permit/Certificate |
|----------------|---------------------------------------|
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Winters Joint Unified School District

| Applicant Name | Type of Credential/Permit/Certificate |
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|                |                                       |
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Woodland Joint Unified School District

| Applicant Name | Type of Credential/Permit/Certificate |
|----------------|---------------------------------------|
|                |                                       |
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|                |                                       |
|                |                                       |
|                |                                       |

Yolo County Office of Education

| Applicant Name    | Type of Credential/Permit/Certificate |
|-------------------|---------------------------------------|
| Nicole Richardson | 30-Day Substitute Permit              |
|                   |                                       |
|                   |                                       |
|                   |                                       |

Total TCC's for the Month of May 2020: 1

**4. ACTION ITEMS**

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**4. 1. RESOLUTION #19-20/44: National Foster Care Month - June 2020** 

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**Description**

A resolution in support of National Foster Care Month will be presented on behalf of the Board and Superintendent.

**Recommendation**

The Board is being asked to take action on Resolution #19-20/44: In Support of National Foster Care Month - June 2020.

**Supporting Documents**

 [Natl Foster Care.pdf](#)

**Contact Person**

Superintendent Garth Lewis will present this resolution to the Board for action.





**Yolo County Board of Education  
Yolo County Superintendent of Schools**

**Resolution #19-20/44  
In Support of National Foster Care Month**

**WHEREAS**, the youth of Yolo County are our most precious resource and hope for the future, all children deserve a safe, loving and nurturing place to call home; and

**WHEREAS**, Resource Families (including foster, adoptive and kinship families) are the unsung heroes that serve as the primary source of love, protection, and support to the abused and neglected children of Yolo County; and

**WHEREAS**, Resource Families who open their hearts and homes to children whose families are in crisis play a vital role in helping children and families heal and reconnect thereby launching young people into successful adulthood; and

**WHEREAS**, a child's success is best supported in a system that is family-focused, child-centered, and community-based; and

**WHEREAS**, there are 466 children and youth in the foster care system in Yolo County; and

**WHEREAS**, Resource Families provide Yolo's children with the opportunity to be part of a caring family; and

**WHEREAS**, this year the theme for National Foster Care Month is "Empowering Caregivers, Strengthening Families" recognizing we all play a part in enhancing the lives of children and youth in foster care; and

**WHEREAS**, National Foster Care Month provides an opportunity to recognize and appreciate the relatives, Non-Relative Extended Family Members, Resource Families, community members, and social workers who support children and youth in foster care; and to continue our efforts in ensuring the futures of children and youth in foster care remain bright; and

**WHEREAS**, much remains to be done to ensure that all children have a safe, loving, nurturing, and permanent family, regardless of age or special needs;

**NOW, THEREFORE, BE IT RESOLVED** that the Yolo County Board of Education and the Yolo County Superintendent of Schools hereby declare support of the month of May 2020 as National Foster Care Month and encourages all in Yolo County to honor the commitment and dedication of the individuals who work tirelessly to provide assistance, education and services to children in the foster care system.

**PASSED AND ADOPTED** by the Yolo County Board of Education on May 12, 2020.

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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Carol Souza Cole, President  
Yolo County Board of Education

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Garth Lewis  
Yolo County Superintendent of Schools

**4. 2. RESOLUTION #19-20/45: Lesbian, Gay, Bisexual, Transgender and Queer Pride Month - June 2020** 

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**Recommendation**

The Board is being asked to take action on Resolution #19-20/45: In Support of Lesbian, Gay, Bisexual, Transgender and Queer Pride Month - June 2020.

**Supporting Documents**



[Lesbian, Gay, Bisexual, Transgender and Queer \(LGBTQ\) Pride Month.pdf](#)

**Contact Person**

Superintendent Garth Lewis will present this resolution to the Board for action.



**Yolo County Board of Education and  
Yolo County Superintendent of Schools**

**Resolution #19-20/45**

**Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Pride Month -  
June 2020**

**WHEREAS**, Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Pride Month is currently celebrated each year in the month of June to honor the 1969 Stonewall riots in Manhattan. The Stonewall riots were a tipping point for the Gay Liberation Movement in the United States; and

**WHEREAS**, LGBTQ people in the United States have made, and continue to make, vital contributions to the United States and to the world in every aspect, including in the fields of education, law, health, business, science, research, economic development, architecture, fashion, sports, government, music, film, politics, technology, literature, and civil rights; and

**WHEREAS**, the month of June is an opportunity to celebrate the identities and contributions of the LGBTQ community in various expressions of Pride; and

**WHEREAS**, all children and youth should be able to attend school in a safe and inclusive environment free from discrimination; and

**WHEREAS**, Board Policies 0410, 5145.3, and 5145.9 prohibit discrimination in its programs and activities based on gender or sexual orientation, among other characteristics; and

**WHEREAS**, we must strive to ensure that schools are consistently safe and affirming spaces for all students, staff and their families.

**NOW THEREFORE, BE IT RESOLVED**, that the Yolo County Board of Education hereby declare the month of June 2020 as Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Pride Month.

**PASSED AND ADOPTED** by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on April 14, 2020.

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Carol Souza Cole, President  
Yolo County Board of Education

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Garth Lewis, Superintendent  
Yolo County Office of Education

**4. 3. RESOLUTION #19-20/46: Ordering Board of Education Member Regular Election and Requesting the Boards of Supervisors of the Counties of Yolo, Solano and Sutter to Consolidate Elections with Regular Election Held on November 3, 2020** 

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**Description**

Per attached Ed. Code §§ 5340 and 5342, the County Superintendent of Schools is required to notify, in writing, the school district governing boards when a consolidated election is required to be held. Elections will be held in the Davis JUSD, Esparto USD, Washington USD, Winters JUSD and Woodland JUSD and the Superintendents have been notified in writing.

The Yolo County Board of Education has two seats up this year:

Trustee Area #3: Tico Zendejas

Trustee Area #4: Shelton Yip

One step in the election process is for the Board to adopt a resolution with all the election particulars.

**Recommendation**

The Board may take action today at their regular meeting to adopt Resolution #19-20/46: Ordering Board of Education Member Regular Election and Requesting the Boards of Supervisors of the Counties of Yolo, Solano and Sutter to Consolidate Elections with Regular Election Held on November 3, 2020.

**Supporting Documents**

 [Notice of Consolidated Elections 2020.pdf](#)

 [Resolution\\_\\_YCBE\\_\\_2020.pdf](#)

**Contact Person**

Superintendent Garth Lewis will present this item.

## NOTICE OF CONSOLIDATED ELECTION

To the YOLO COUNTY BOARD OF EDUCATION of the Counties of Yolo, Solano, and Sutter, State of California.

You are hereby notified that Section 5000 of the Education Code requires district governing board member elections be held within your district boundaries on November 3, 2020 for the following:

- Two (2) Vacancies:** One in Trustee Area #3 and one in Trustee Area #4 of the Yolo County Board of Education (By Trustee Area).
- Two (2) Vacancies:** One in Trustee Area #2 and one in Trustee Area #5 of the Davis Joint Unified School District (By Trustee Area).
- Three (3) Vacancies:** One in Trustee Area #1; one in Trustee Area #2 and one in Trustee Area #3 of the Esparto Unified School District. (By Trustee Area).
- Three (3) Vacancies:** One in Trustee Area #2; one in Trustee Area #3 and one in Trustee Area #4 of the Washington Unified School District (By Trustee Area).
- Three (3) Vacancies:** One in Trustee Area #1; one in Trustee Area #3 and one in Trustee Area #5 of the Winters Joint Unified School District
- Four (4) Vacancies:** One in Trustee Area #2; one in Trustee Area #3; one in Trustee Area #4 and one in Trustee Area #5 of the Woodland Joint Unified School District.

You are hereby further notified that when elections are to be held in the same district or area on the same day they are to be consolidated so that a person entitled to vote in any or all of such elections may do so at the same time and place and by using the same ballot.

Dated: May 6, 2020



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**Garth Lewis**  
Yolo County Superintendent of Schools

# Yolo County Board of Education

## Resolution # 19-20/46

Ordering Board of Education Member Regular Election  
and Requesting the Boards of Supervisors of the Counties of Yolo, Solano and Sutter to Consolidate  
Elections with Regular Election Held on November 3, 2020

**WHEREAS**, a regular biennial election for members of the Yolo County Board of Education (“Board of Education”) is to be held on November 3, 2020; and

**WHEREAS**, it is desirable that the Board of Education regular elections and special election be consolidated with the regular election to be held on the same date, and that within the Yolo County Board of Education the precincts, polling places, and election officers of the two elections be the same, that the County Clerks of the Counties of Yolo, Solano and Sutter canvass the returns of the Board of Education elections, and that the Board of Education elections be held in all respects as if there were only one election.

**NOW, THEREFORE, IT IS HEREBY RESOLVED, ORDERED AND FOUND BY THE YOLO COUNTY BOARD OF EDUCATION AS FOLLOWS:**

1. Pursuant to Education Code Sections 1007, 5304 and 5320 et seq., an election is hereby ordered to be held on November 3, 2020, to fill the offices of the Board of Education members whose terms expire this year and to fill a vacancy that would require a special election pursuant to Education Code Section 5093(b).
2. The County Clerks or Registrar of Voters of Yolo, Solano and Sutter Counties are hereby requested to conduct the foregoing elections and provide all related election services.
3. If there is a tie vote that makes it impossible to determine which of two or more candidates has been elected, the winner or winners shall be determined by lot.
4. The candidates, including incumbents, will pay the costs of publishing the candidate’s statement included with the sample ballot, which statement shall not exceed 200 words.
5. Pursuant to Elections Code Sections 10400 et seq., the Board of Supervisors of the Counties of Yolo, Solano and Sutter (“Board of Supervisors”) are hereby requested to consent and agree to the consolidation of the regular election of Board of Education members with the regular election to be on Tuesday, November 3, 2020, that only one form of ballot be used, and that the elections be held in all respects as one election.
6. The County Clerks are hereby authorized to canvass the returns of the Board of Education elections.
7. The Board of Supervisors are hereby requested to issue instructions to their respective County Clerks or Registrar of Voters to take any and all steps necessary for the holding of the consolidated elections.
8. The Yolo County Board of Education hereby agrees to reimburse the Counties of Yolo, Solano and Sutter for the costs of such election.
9. The Clerk of this Board of Education is hereby directed to file certified copies of this Resolution with the Board of Supervisors of Yolo, Solano and Sutter Counties and with their respective County Clerks or Registrar of Voters.

**PASSED AND ADOPTED** by the Yolo County Board of Education, County of Yolo, State of California, this 14th day of May 2020, by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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Carol Souza Cole, President  
Yolo County Board of Education

ATTEST:

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Garth Lewis  
County Superintendent of Schools  
Clerk, Yolo County Board of Education

#### 4. 4. Second Reading of Board Policies

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##### **Quick Summary / Abstract**

- a. BP/SP 0450 - Comprehensive Safety Plan
- b. BP/SP 6178 - Career Technical Education

##### **Description**

Dr. Carolynne Beno, Associate Superintendent, Educational Services is undergoing a review of the 6000 series (Instruction) policies. At this time two (2) BP/SP policies are being presented for action.

##### **Recommendation**

The Board will be asked to adopt the above BP/SP policies.

##### **Supporting Documents**

 [BP-SP 6178 Career Technical Education.pdf](#)

 [BP 0450 Comprehensive Safety Plan.pdf](#)

##### **Contact Person**

Dr. Carolynne Beno, Associate Superintendent, Educational Services will present this item.



**CAREER TECHNICAL EDUCATION**

The Yolo County Board of Education desires to provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The Yolo County Office of Education's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with practical experience and understanding of all aspects of an industry.

(cf. 6143 - Courses of Study)

(cf. 6200 - Adult Education)

The County Office's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs (ROC/Ps), charter schools, small learning communities, magnet programs, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

(cf. 0420.4 - Charter School Authorization)

(cf. 6178.2 - Regional Occupational Center/Program)

The Yolo County Superintendent of Schools or designee shall explore available funding sources that may be used to support CTE programs. The County Superintendent shall review and approve all County Office plans and applications for the use of County Office, state, and/or federal funds supporting CTE.

(cf. 3230 - Federal Grant Funds)

The County Superintendent shall adopt County Office standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with County Office -adopted standards and the state's curriculum framework.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

At least every three years, the County Superintendent shall compare the County Office's curriculum, course content, and course sequence of CTE with the model state curriculum standards. (Education Code 52376)

**CAREER TECHNICAL EDUCATION (continued)**

The County Superintendent or designee shall systematically review the County Office's CTE courses to determine the degree to which each course may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the County Office for high school graduation. The County Superintendent shall ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.11 - Alternative Credits Toward Graduation)  
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

The County Superintendent or designee shall develop partnerships with local businesses and industries to ensure that course sequences, career technical and integrated curriculum, classroom instruction and projects, and assessments have real-world relevance and reflect labor market needs and priorities. He/she shall also work to develop connections with businesses, postsecondary institutions, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities.

(cf. 1700 - Relations Between Private Industry and the Schools)  
(cf. 5113.2 - Work Permits)  
(cf. 6178.1 - Work-Based Learning)

The County Superintendent or designee shall collaborate with postsecondary institutions to ensure that the County Office's program is articulated with postsecondary programs in order to provide a sequential course of study. Articulation opportunities may include dual or concurrent enrollment in community college courses.

(cf. 6172.1 - Concurrent Enrollment in College Classes)

The County Superintendent shall appoint a CTE advisory committee to develop recommendations on the County Office's CTE program and to serve as a liaison between the County Office and potential employers. The committee shall consist of at least one student, teacher, business representative, industry representative, school administrator, member of the general public knowledgeable about the disadvantaged, and representative of the field office of the California Employment Development Department. (Education Code 8070)

(cf. 1220 - Citizen Advisory Committees)

The County Superintendent or designee shall inform all secondary students and their parents/guardians about the CTE experiences available in the County Office, CTE courses that satisfy college admission criteria, and, if applicable, CTE courses that satisfy high school graduation requirements. In addition, secondary students shall receive individualized academic

**CAREER TECHNICAL EDUCATION (continued)**

counseling which provides information about academic and CTE opportunities related to the student's career goals.

(cf. 5145.6 - Parental Notifications)  
(cf. 6164.2 - Guidance/Counseling Services)

Prior to the beginning of each school year, the County Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law. The notification shall be disseminated in languages other than English as needed and shall state that the County Office will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the County Office's CTE program. (20 USC 2354; 34 CFR 100 Appendix B, 104.8, 106.9)

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 1312.3 - Uniform Complaint Procedures)

To the extent required by law, the County Superintendent or designee shall invite the participation of private school students in CTE programs supported by federal funding under the Strengthening Career and Technical Education for the 21st Century Act (Perkins). (20 USC 2397)

The County Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. He/she shall also provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and shall provide opportunities for CTE teachers to collaborate with teachers of academic courses in the development and implementation of integrated curriculum models.

(cf. 4112.2 - Certification)  
(cf. 4131 - Staff Development)  
(cf. 4331 - Staff Development)

The County Superintendent or designee shall provide counselors and other guidance personnel with professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the County Office's CTE program, work-based learning opportunities, and postsecondary education and employment options following high school.

The County Superintendent or designee shall regularly assess County Office needs for facilities, technologies, and equipment to increase students' access to the County Office's CTE program.

**CAREER TECHNICAL EDUCATION (continued)**

- (cf. 0440 - District Technology Plan)
- (cf. 3440 - Inventories)
- (cf. 3512 - Equipment)
- (cf. 7110 - Facilities Master Plan)

The County Superintendent or designee shall annually report to the County Board achievement data on participating students, including, but not limited to, the percentage of participating students who successfully complete CTE programs, their performance on state and County Office academic achievement tests, and graduation rate. Data shall be disaggregated by program and various student subgroups. Data will be used by the CTE programs in updating the goals of the County Office's local control accountability plan as necessary.

- (cf. 0500 - Accountability)
- (cf. 6162.5 - Student Assessment)
- (cf. 6162.51 - State Academic Achievement Tests)
- (cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

- 1205 Classification of counties
- 8006-8155 Career technical education
- 17078.70-17078.72 Career technical education facilities
- 33430-33432 Health science and medical technology grants
- 35168 Inventory of equipment
- 41540-41544 Targeted instructional improvement block grant
- 44257.3 CTC recognition of study in linked learning teaching methods
- 44260-44260.1 Designated subjects career technical education credential
- 44260.9 Designated subjects career technical education credential
- 48430 Legislative intent; continuation education schools and classes
- 48980 Parental notifications
- 51220-51229 Courses of study, grades 7-12
- 51760-51769.5 Work experience education
- 52060-52077 Local control and accountability plan
- 52300-52499.66 Career technical education
- 52519-52520 Adult education, occupational training
- 53010-53016 California Career Pathways Trust
- 53070-53076.4 The California Career Technical Education Incentive Grant Program
- 53086 California Career Resource Network
- 54690-54699.1 California Partnership Academies

## **CAREER TECHNICAL EDUCATION (continued)**

54750-54760 California Partnership Academies, green technology and goods movement occupations  
56363 Related services for students with disabilities; specially designed career technical education  
66205.5-66205.9 Approval of career technical education courses for admission to California colleges  
88500-88551 Community college economic and workforce development program  
GOVERNMENT CODE  
54950-54963 Brown Act  
LABOR CODE  
3070-3099.5 Apprenticeships  
CODE OF REGULATIONS, TITLE 5  
1635 Credit for work experience education  
3051.14 Specially designed career technical education for students with disabilities  
10070-10075 Work experience education  
10080-10092 Community classrooms  
10100-10111 Cooperative vocational education  
11500-11508 Regional occupational centers and programs  
11535-11538 Career technical education contracts with private postsecondary schools  
11610-11611 Regional adult and vocational education councils  
CODE OF REGULATIONS, TITLE 8  
200-240 Apprenticeships  
UNITED STATES CODE, TITLE 20  
2301-2414 Strengthening Career and Technical Education for the 21st Century Act  
6301-6578 Improving the Academic Achievement of the Disadvantaged  
CODE OF FEDERAL REGULATIONS, TITLE 34  
100 Appendix B Guidelines for eliminating discrimination in career technical education programs  
104.1-104.39 Section 504 of the Rehabilitation Act of 1973  
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

### **Management Resources:**

#### **CSBA PUBLICATIONS**

A Governance Perspective: Interviews with School Board Members from the Nine Linked Learning Initiative School Districts, March 2014

The Linked Learning Approach to High School Reform, Governance Brief, January 2014

#### **CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, January 2013

Multiple Pathways to Student Success: Envisioning the New California High School, 2010

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007

**CAREER TECHNICAL EDUCATION (continued)**

**WEB SITES**

CSBA: <http://www.csba.org>

Association for Career and Technical Education: <http://www.acteonline.org>

California Association of Regional Occupational Centers and Programs: <http://www.carocp.org>

California Career Resource Network: <http://www.californiacareers.info>

California Department of Education, Career Technical Education: <http://www.cde.ca.gov/ci/ct>

California Department of Employment Development: <http://www.edd.ca.gov>

California Department of Industrial Relations: <http://www.dir.ca.gov>

California Workforce Development Board: <http://www.cwdb.ca.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

University of California, a-g Course Submissions: [http://www.ucop.edu/a-gGuide/ag/course\\_submissions](http://www.ucop.edu/a-gGuide/ag/course_submissions)

U.S. Department of Education, Office of Vocational and Adult Education:  
<http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html>

U.S. Department of Labor, Bureau of Labor Statistics: <http://www.bls.gov>

**COMPREHENSIVE SAFETY PLAN**

The Yolo County Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The County Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 3515 - Campus Security)
- (cf. 3515.2 - Disruptions)
- (cf. 3515.3 - District Police/Security Department)
- (cf. 3515.7 - Firearms on School Grounds)
- (cf. 5131 - Conduct)
- (cf. 5131.2 - Bullying)
- (cf. 5131.4 - Student Disturbances)
- (cf. 5131.41 - Use of Seclusion and Restraint)
- (cf. 5131.7 - Weapons and Dangerous Instruments)
- (cf. 5136 - Gangs)
- (cf. 5137 - Positive School Climate)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 5145.9 - Hate-Motivated Behavior)

The school site council at each Yolo County Office of Education school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

- (cf. 0420 - School Plans/Site Councils)
- (cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

**COMPREHENSIVE SAFETY PLAN (continued)**

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the County Board for approval. (Education Code 32286, 32288)

The County Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability)  
(cf. 9320 - Meetings and Notices)

By October 15 of each year, the County Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

**Tactical Response Plan**

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by County Office administrators in accordance with Education Code 32281. In developing such strategies, County Office administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the County Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)  
(cf. 9011 - Disclosure of Confidential/Privileged Information)  
(cf. 9321 - Closed Session Purposes and Agendas)  
(cf. 9321.1 - Closed Session Actions and Reports)

**Access to Safety Plan(s)**

The County Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)



**COMPREHENSIVE SAFETY PLAN (continued)**

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The County Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

**Legal Reference:**

**EDUCATION CODE**

200-262.4 Prohibition of discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

32290 Safety devices

35147 School site councils and advisory committees

35183 School dress code; uniforms

35291 Rules

35291.5 School-adopted discipline rules

41020 Annual audits

48900-48927 Suspension and expulsion

48950 Speech and other communication

49079 Notification to teacher; student act constituting grounds for suspension or expulsion

67381 Violent crime

**GOVERNMENT CODE**

54957 Closed session meetings for threats to security

**PENAL CODE**

422.55 Definition of hate crime

626.8 Disruptions

11164-11174.3 Child Abuse and Neglect Reporting Act

**CALIFORNIA CONSTITUTION**

Article 1, Section 28(c) Right to Safe Schools

**CODE OF REGULATIONS, TITLE 5**

11987-11987.7 School Community Violence Prevention Program requirements

11992-11993 Definition, persistently dangerous schools

**UNITED STATES CODE, TITLE 20**

**COMPREHENSIVE SAFETY PLAN (continued)**

7111-7122 Student Support and Academic Enrichment Grants

7912 Transfers from persistently dangerous schools

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

**Management Resources:**

**CSBA PUBLICATIONS**

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, rev. 2011

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Safe Schools: A Planning Guide for Action, 2002

**FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS**

Uniform Crime Reporting Handbook, 2004

**U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

**U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention>

Federal Bureau of Investigation: <http://www.fbi.gov>

National Center for Crisis Management: <http://www.schoolcrisisresponse.com>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

U.S. Secret Service, National Threat Assessment Center:

<http://www.secretservice.gov/protection/ntac>

Policy Adopted: May 12, 2020

**YOLO COUNTY OFFICE OF EDUCATION**  
Woodland, CA

**5. INFORMATION ITEMS**

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**5. 1. Declaration of Need for Fully Qualified Educators** 

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**Description**

Transmittal and document attached.

**Supporting Documents**



[Declaration of Need for Fully Qualified Educators of 2020-21.pdf](#)

**Contact Person**

Margie Valenzuela, Executive Director, Human Resources will present this item.

**YOLO COUNTY BOARD OF EDUCATION**  
**Letter of Transmittal to County Board**  
**From the Superintendent**

|  |   |
|--|---|
| <b>SUBJECT:</b> Declaration of Need for Fully Qualified Educators of 2020-2021                       | <b>AGENDA ITEM #:</b>   |
| <b>PER:</b> <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST | <b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| <b>FOR BOARD:</b> <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION    | <b>RESEARCH &amp; PREPARATION BY:</b><br><br>Margie Valenzuela                          |
| <b>BACKGROUND:</b>   | <b>DATE:</b> May 12, 2020   |

Because there are an insufficient number of appropriately credentialed teachers who meet our employment criteria for certain teaching positions, a Declaration of Need must be submitted to the Commission on Teacher Credentialing. This document declares our need to employ individuals who hold or can qualify for emergency credentials. The declaration will be valid for a one-year period through June 30, 2021.

Our estimated need is as follows:

- **7. CLAD/English Learner Authorization**
- **2 Bilingual Authorization**
- **1 Resource Specialist**
- **8 Limited Assignment Permits:**
  - 1 Multiple Subject
  - 1 Single Subject
  - 6 Special Education

These are only estimates/our declaration can be amended during the year, if necessary.

**RECOMMENDATION/COMMENTS:** For information.



State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 1900 Capitol Avenue  
 Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2020-2021

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT

Name of District: \_\_\_\_\_ District CDS Code: \_\_\_\_\_

Name of County: \_\_\_\_\_ County CDS Code: \_\_\_\_\_

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on \_\_\_/\_\_\_/\_\_\_ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, \_\_\_\_\_.

Submitted by (Superintendent, Board Secretary, or Designee):

\_\_\_\_\_  
*Name Signature Title*

\_\_\_\_\_  
*Fax Number Telephone Number Date*

\_\_\_\_\_  
*Mailing Address*

\_\_\_\_\_  
*E-Mail Address*

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County Yolo County CDS Code 57-105279

Name of State Agency Yolo County Office of Education

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_





| TYPE OF LIMITED ASSIGNMENT PERMIT | ESTIMATED NUMBER NEEDED |
|-----------------------------------|-------------------------|
| Multiple Subject                  | 1                       |
| Single Subject                    | 1                       |
| Special Education                 | 6                       |
| TOTAL                             | 8                       |

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes  No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program? Yes  No

If yes, how many interns do you expect to have this year? 7

If yes, list each college or university with which you participate in an internship program.

- Brandman University University of Phoenix
- National Univerisity Yolo Solano Center for Teacher Credentialing
- San Francisco State

If no, explain why you do not participate in an internship program.

\_\_\_\_\_  
\_\_\_\_\_



## 5. 2. School Site Safety Plans

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### Description

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The attached Comprehensive School Safety Plans for Cesar Chavez Community School and Greengate School address each of the aforementioned requirements. Comprehensive School Safety Plans are required to be reviewed and updated by March 1st every year. In future years, Comprehensive School Safety Plans will come to the Board for information in December and then approval in January.

### Recommendation

This item is being presented for Information.

### Supporting Documents



[2019\\_Comprehensive\\_School\\_Safety\\_Plan\\_Yolo\\_County\\_Special\\_Education.pdf](#)



[2019\\_Comprehensive\\_School\\_Safety\\_Plan\\_Cesar\\_Chavez\\_Community\\_\\_School\\_.pdf](#)

### Contact Person

Carolynne Beno, Associate Superintendent of Educational Services, and Principals Gerhart and Castiglia will present this item.

# Comprehensive School Safety Plan

**2019-2020  
School Year**

**School:** Greengate School  
**CDS Code:** 5710579 6077275  
**District:** Yolo County Office of Education  
**Address:** 285 W. Beamer St.  
Woodland, Ca.95695

**Date of Adoption:**

**Date of Update:**

**Date of Review:**

- with Staff
- with Law Enforcement
- with Fire Authority

**Approved by:**

| Name               | Title   | Signature | Date |
|--------------------|---|-----------|------|
| Dr. Carolynne Beno | YCOE Associate Superintendent of Educational Services |           |      |
| Jonelle Castiglia  | YCOE Special Education Principal                      |           |      |
| Jessica Burrone    | YCOE Director of Special Education                    |           |      |

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## **Comprehensive School Safety Plan Purpose**

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the school office and administration offices..

## **Safety Plan Vision**

Maintaining a safe environment is critical to success and is everyone's responsibility. This means school and county office officials work towards ensuring that grounds and buildings are safe. We believe that our students have a right to learn in a safe environment.

The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning to ensure prompt and appropriate response of trained school personnel when a school crisis occurs. Rational and effective thinking on the part of each staff person is key to that goal. The safety plan is intended to help each school site maximize safety by reducing panic and facilitating effective action during the critical first 10 minutes of a crisis.

School officials must recognize that emergencies are fluid events and the emergency procedures outlined may not fit every situation. Administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

The most critical element in any crisis is to stay calm since students will mirror the attitude/actions of the adults around them. The ability to manage fear and remain calm in the midst of chaos is the most effective tool for minimizing the impact of any crisis.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Greengate School Safety Committee**

Principal Jonelle Castiglia and Leadership Team

### **Assessment of School Safety**

Review and assessment of the current safety needs will be conducted regularly.

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

Appropriate strategies and programs will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of the following:

- A. Child abuse reporting procedures consistent with Penal Code 11164
- B. Routine and emergency disaster procedures
- C. Reference to Board Policies and Administrative Regulations related to school safety. These documents can be found on the YCOE website under Superintendent and Policies.
- D. District safety policies

### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

School district employees are mandated reporters and shall make a report when in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child who the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. All District staff receive training in mandated reporting procedures on a yearly basis. (Penal Code 11166)

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to Yolo County Child Welfare Services (530) 669-2345 (day) or (530) 669-8920 (nights). Alternatively, a mandated reporter can contact the Woodland Police Department (530) 666-2411 or West Sacramento Police Department (916) 617-4900 depending on the campus. Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to Yolo County Child Welfare Services a written follow-up report, which includes a completed Suspected Child Abuse Report form (SS 8572). (Penal Code 11166, 11168)

For complete policies and procedures see Board Policy and Administrative Regulation BP 5141.4 Child Abuse Reporting Procedures available on the YCOE website ([www.ycoe.org](http://www.ycoe.org)) under Superintendent and Policies.

### **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

#### **Disaster Plan (See Appendix C-F)**

Each classroom has an Emergency Response binder which contains the comprehensive safety plan as well as our emergency policies and procedures. Each working space that has students or staff has a red emergency folder which contains lockdown, shelter in place, and evacuation procedures, emergency contact numbers, basic first aid information, class roster, and site evacuation maps. Drills are done with staff and students at least twice a year to practice the emergency procedures.

### **Public Agency Use of School Buildings for Emergency Shelters**

A school site is available to governmental agencies such as law enforcement and fire as directed and needed.

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

A student may be suspended or expelled for any of the causes listed in state Education Code 48900 through 48915 and Board Policies. A summary of the causes is listed in AR 5144.1.

A student may be suspended or expelled for acts related to school activity or attendance that occur at any time, including, but not limited to (1) while the student is on school grounds; (2) while the student is going to or coming from school; (3) during the lunch period, whether on campus or off campus; or (4) during or while a student is going to or coming from a school-sponsored activity.

Suspension must be preceded by an informal conference with the student, unless the principal or designee believes an emergency exists and orders the student to immediately leave the school because the student's presence is a danger to persons or property, or is a threat to the academic program. In such cases the conference will be held as soon as practical, but within two (2) school days.

At the informal conference, the decision to suspend will be explained by the principal or the principal's designee. The conference will include the following steps: (1) The student will be informed of the reason for the disciplinary action and the evidence against them; (2) The student will be provided an opportunity to present their written and/or verbal statement and evidence in their defense. If the student needs assistance with a written statement, they will be assisted. Those statements will be attached to the school file copy of the suspension form.

If not delivered at the time of the suspension, the Notice of Suspension shall be delivered or mailed to the parent/legal guardian within one (1) school day of the beginning of the suspension. State law (Education Code 48911) makes it the student's and parent/legal guardian's duty to respond to school official's request to attend a conference concerning his/her child's behavior. The conference may be held at the time of suspension or at re-entry.

Appeal of Suspension: The student/parent(s) may appeal a suspension. Parents shall put their request for appeal in writing, clearly stating the reason for the appeal, which shall be one or both of the following contentions: 1) Procedural due process was not followed or 2) The reason to suspend was not in compliance with District policies and procedures and/or law. Unless there is clear evidence that a procedural or legal violation and/or District procedures were violated, the school administration's decision to suspend will be upheld.

If someone other than the principal has suspended the student, the principal receives the appeal. Upon receipt of the written request, the principal shall delay the implementation of the suspension for one (1) day following the day of the request, if the appeal cannot be considered the day of the request. However, if the principal concludes that the student poses a danger to self or others or is a serious threat of disruption of the educational process, the principal shall not delay for one (1) day the implementation of the suspension. The principal will conduct fact finding in regards to the appeal and render a timely decision. Fact finding will include input from school administration and the person appealing the suspension. The decision of the Principal is final and, thus, ends the appeal process.

If the principal is not available within 24 hours of the request for appeal or if the principal initiated the suspension, the parent should appeal directly to the Director of Student Services or designee. The Director of Special Education or designee will conduct the fact finding in regards to the appeal and render a decision in a timely manner. The decision of the Director or designee is final and, thus, ends the appeal process.

Additional information on the suspension and expulsion process can be found in:

BP 5119 Students Expelled from Other Districts

BP 5131 Conduct

BP and AR 5144 Discipline

BP and AR 5144.1 Suspension and Expulsion/Due Process

BP and AR 5144.2 Suspension and Expulsion/Due Process, students with disabilities

BP and SP 5144.3 Student Expulsion Appeals

#### **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

The Principal or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)



Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent or designee. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

**(E) Sexual Harassment Policies (EC 212.6 [b])**

The Yolo County Board of Education and the Yolo County Office of Education are committed to maintaining a safe school environment that is free from harassment and discrimination. The County Office prohibits sexual harassment or sexual violence of students at school or at school-sponsored or school-related activities. The County Office also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant or respondent in alleging sexual harassment.

The District strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

The Superintendent or designee shall ensure that all District students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
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. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the County Office's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

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

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

The Superintendent of designee maintains a record of reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in Yolo County Office of Education schools.

For additional information see:

BP and AR 1312.3 Uniform Complaint Procedures and Form

BP and AR 5145.7 Sexual Harassment

Additional information can be found on the County Office website under Superintendent and Policies at <http://www.ycoe.org>.

#### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

The Yolo County Board of Education and the Yolo County Office of Education believe that appropriate dress and grooming contribute to a productive learning environment. The County Office expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

The site administrator, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and as such must be presented to the County Board for approval. The County Board shall approve the safety plan upon determining that it is necessary to protect the health and safety of the school's students.

#### **ADD DRESS CODE FOR GG Staff**

Our goals are to promote school safety and enhance the learning environment, while at the same time discourage distractions that inhibit learning. If a student's dress is not in accordance with this policy, any staff member or site administrator would notify the parent(s) and or guardian.

For additional information, see BP and AR 5132 Dress and Grooming available on the County Office website under Superintendent and Policies at <http://www.ycoe.org>.

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

County Office strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1. Educational activities that promote safety and awareness, such as:
  - a. Instructing students about pedestrian, bicycle, and personal safety
  - b. Instructing students about the health and environmental benefits of walking, bicycling, and other forms of active transport to school
  
2. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:
  - a. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver and bicyclist safety campaigns
  - b. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212
  
3. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:
  - a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school
  - b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as: reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
  - c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas
  - d. Considering safe routes to school when making decisions about siting and designing of new schools
  
4. Evaluation to assess progress toward program goals, including:
  - a. Gathering and interpreting data based on indicators established by the Superintendent or designee and the County Board of Education
  - b. Presenting data to the Board, program partners, and the public
  - c. Recommending program modifications as needed

For additional information see the following BP/ARs:  
BP 5142 Safety  
AR 5142.1 Identification and Reporting of Missing Children

For additional information, see the County Office website under Superintendent and Policies at <http://www.ycoe.org>.

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Component:**

Component 1: Safe Physical Environment

**Element:**

Create a physical environment that ensures school-wide safety.

**Opportunity for Improvement:**

Update the procedures and address physical environmental needs to ensure a safe school environment.

| Objectives   | Action Steps   | Resources   | Lead Person                   | Evaluation |
|--|--|---|-------------------------------|------------|
| Maintain a current Comprehensive School Safety Plan to ensure school-wide safety.  | Update safety plan annually.   | Current School Safety Plan<br>County Office Director of Support Operations Services (Matt Juchniewicz)<br>County Office Director of Student Services (Renee Collins)<br>County Office Director of Special Education (Jessica Burrone) | Jonelle Castiligia, Principal | 2019-2020  |
| Update procedures and communicate the school-wide safety systems to increase awareness of safety procedures for all staff and students.              | Update procedures and communicate to staff at all staff meetings, email communications, and documents such as the red emergency poster and the red/green emergency folder. Teachers are expected to review all safety procedures with their class at least twice yearly. | Current School Safety Plan<br>County Office Director of Support Operations Services (Matt Juchniewicz)<br>County Office Director of Student Services (Renee Collins)<br>County Office Director of Special Education (Jessica Burrone) | Jonelle Castiligia, Principal | 2019-2020  |
| Ensure student safety by practicing emergency drills with students and staff on a regular basis.   | Conduct emergency drills: Fire, Shelter in Place/Lock Down, Teacher Down, Emergency Communication at least two times a year.   | Current School Safety Plan<br>County Office Director of Support Operations Services (Matt Juchniewicz)<br>County Office Director of Student Services (Renee Collins)  | Jonelle Castiligia, Principal | 2019-2020  |
| Update and maintain acceptable levels of emergency supplies on campus to be used in case of a major disaster or shelter in place/lockdown situation. | ADD DESCRIPTION OF ITEMS KEPT IN OFFICE AND CLASSROOMS   | Current School Safety Plan<br>County Office Director of Support Operations Services (Matt Juchniewicz)<br>County Office Director of Student Services (Renee Collins)  | Jonelle Castiligia, Principal | 2019-2020  |
| Update and maintain bell, PA, and fire alarm systems.  | Implement testing of systems at regular intervals.   | County Office Director of Support Operations Services (Matt Juchniewicz)  | Jonelle Castiligia, Principal | 2019-2020  |

| Objectives  | Action Steps   | Resources   | Lead Person   | Evaluation |
|---|--|---|---|------------|
| Increase emergency communication to staff and parents/guardians.                                  | Implement emergency communication test at regular intervals. | Current School Safety Plan<br>YCOE Communications Protocol (EOP)<br>County Office Director of Support Operations Services (Matt Juchniewicz)<br>County Office Director of Student Services (Renee Collins)<br>YCOE Superintendent (Garth Lewis) as Public Information Officer | Jonelle Castilgia, Principal  | 2019-2020  |
| Share out emergency numbers to all staff members to be used in the event of a catastrophic event. | Update emergency number list annually.                       | Site Administrative Assistant<br>Chavez Administrators and Staff  | Jonelle Castilgia, Principal<br>Rosalva Wisterman, Administrative Assistant | 2019-2020  |

**Component:**

School Climate

**Element:**

Create a positive environment for learning.

**Opportunity for Improvement:**

Increase school connectedness and encourage participation in the school community. Work with stakeholders (students, staff, parents, and the community) in creating a positive learning environment that emphasizes high expectations of student conduct, responsible behavior, and respect for others.

| Objectives  | Action Steps  | Resources  | Lead Person                       | Evaluation |
|---|---|--|-----------------------------------|------------|
| Increase school connectedness.  | Hold open houses, back-to-school nights, program showcase events, and community meetings that engage all stakeholders.  | Staff, parents, students, service providers, and community members | Jonelle Castiligia ,<br>Principal | 2019-2020  |
| Increase parent communication.  | Update Chavez website and review effectiveness of current systems of communication with parents.  | Chavez webpage, teachers, counselors, and administrators           | Jonelle Castiligia ,<br>Principal | 2019-2020  |
| Work with stakeholders in updating the LCAP for the school site.  | Establish LCAP development and feedback meetings with multiple stakeholders.  | Staff, parents, students, service providers, and community members | Jonelle Castiligia ,<br>Principal | 2019-2020  |
| Develop practices that ensure equity for all youth.   | Contract professional development and opportunities that foster equitable practices.  | Teachers, para-educators, counselors, and administrators           | Jonelle Castiligia ,<br>Principal | 2019-2020  |
| Increase professional learning opportunities for staff focused on academic, behavioral, and social-emotional supports for all students. | Further develop and implement professional learning for staff, including: PBIS, Reading with Relevance, Sacramento Area Youth Speakers, and Culture C.O.-O.P. | Teachers, para-educators, counselors, and administrators           | Jonelle Castiligia ,<br>Principal | 2019-2020  |

**Component:**

Personal Characteristics of Student and Staff

**Element:**

Identify traits that administrators, teachers, and support staff bring to the school environment.

**Opportunity for Improvement:**

Ensure teachers, administrators, and other school personnel receive ongoing in-service training and professional growth opportunities to meet the changing needs of the student body.

| Objectives  | Action Steps                               | Resources   | Lead Person  | Evaluation |
|---|--|---|--|------------|
| Provide professional growth opportunities for teachers, administrators, and other school personnel. | Provide professional growth opportunities. | SELPA trainings<br>School wide Professional Development trainings | Jessica Burrone, YCOE<br>Director of Special Education | 2019-2020  |

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Greengate School Student Conduct Code**

**DISCIPLINE**

The Yolo County Board of Education and the Yolo County Office of Education desire to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The County Office believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. The Yolo County Superintendent of Schools or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

### **Conduct Code Procedures**

At the beginning of the school year the principal or designee meets with students to review and discuss the importance of a positive school climate, the positive purposes of school discipline and restorative practices, and the importance of respectful and caring behavior. This may be accomplished through orientations, visits to individual classrooms, and the school's student handbook. The presentation includes an understanding of the school district's restorative principles, the values of respecting each individual's dignity, and of supporting healthy relationships. Students are provided examples of behaviors that support the school community's goals and those that are non-supportive.

When a more serious misbehavior or breach of community standards or relationships occurs, the principal, teacher or designee conducts an investigation. The fact-finding process includes interviewing the students involved (both those who may have caused harm and those who may have been harmed.), student and adult witnesses, collecting written or physical evidence related to the incident, and reviewing the records of the involved students. This process includes review of past incidents and other relevant information about the students involved.

In order to support students during the interview process, the principal or designee will assess the need for intervention and/or support from the student's counselor, a case manager, or the school nurse. In order to maximize instructional time, students will remain in class until the principal or designee is ready to begin the interview. Students will be told the purpose of the interview and whether the police department will be involved. In cases of more serious misbehaviors, parents/guardians of the involved students are notified about the incident, the fact-finding process, and any consequences their own child receives. The County Office's commitment to student confidentiality, supported by Board Policy and State law, precludes parents/guardians from hearing the consequences that other students receive.

Administrators will do all they can to prevent any further harm to victims, but there may still be times when students feel that the fact-finding process itself is a negative consequence to them. Acknowledging their feelings and being clear about the purpose of this process can help. For example, if student victims are interviewed during their recess or privilege time, they may feel that they are being punished. If the classroom seat of the innocent or aggrieved student is moved, that student may feel s/he is being punished and unfairly treated. Staff will support the recipient(s) of harm in understanding how the process, including staff actions, supports them.

Despite strong efforts, sometimes the fact-finding process cannot be conclusive. For example, students may report very different stories about the incident, and interviews of students may or may not be reliable or appropriate. However, this does not mean that elements of the situation cannot be addressed. A restorative approach means that the County Office will do all it can to understand who has been affected, how they have been affected and will do all that it can to make things as right as possible, given each particular circumstance.

YCOE recognizes the harmful effects of bullying on student learning and school attendance and strives to provide safe school environments that protect students from physical and emotional harm. County Office employees shall establish student safety as a high priority and shall not tolerate bullying or harassment of any student for any reason. Allegations of harassment, bullying, hate crimes, or physical assaults, including the use of racial, gender or other identity-based slurs, are referred to the school administrator for investigation and response. The teacher, principal or designee will address the issues surrounding the incident with those involved and/or the class as appropriate. Restorative practices and anti-bias lessons are examples of ways to address issues with students.

### **Educating Students**

Our goal is that all students are given the support they need to expand and enrich their competency in interpersonal skills, decision-making, reasoning, problem-solving and good citizenship. By using a variety of means, students are taught self-control and a respectful regard for others. Strategies include classroom presentations of concepts that are infused through their normal curriculum program, large and small group discussions, and individualized support.

Discipline responses frequently refer to counseling a student, which is a typical instructional element of all consequences. The principal/designee determines the degree and type of counseling. Counseling may include activities that successfully restore respectful relationships and/or conflict resolution/management work with the principal, counselor or psychologist. In some cases, it may be appropriate for students to participate in a staff or student-facilitated, face-to-face, restorative practice meeting. Such efforts intend to create better understanding and a positive relationship among the students. However, face-to-face mediation may not always be safe or appropriate in all situations. For example, when a student is persistently harassing others, a face-to-face session can reinforce the bullying behavior. In these types of situations, parent/guardians are consulted to determine whether a restorative meeting should occur.

#### Suspension and Alternatives to Suspension

The more clarity students have about what constitutes a breach of the community, relationships or rules, sometimes called misbehavior, and the more they understand that any misbehavior will be known and responded to in a timely way, the more likely it is that students will behave appropriately. Consistency in the application of a restorative approach to student development when they have been the cause or recipient of harm, and the taking of responsibility for the harm, is more likely to result in positive behaviors. Restorative practices will be used to help students understand the impact of their behavior on others and to provide education around the larger issues of acceptance within a diverse community.

Home suspension is a severe response that is only used when a student's behavior endangers themselves or others or the community. It is a legal declaration that the student has lost, for a maximum of five school days, his/her right to remain on a school campus. Committing an offense that could, or has caused, serious harm to others, can lead to expulsion from the district.

California Education Code dictates that alternatives to home suspension will be exhausted before a student is removed from the school environment. Since the purpose of school is to educate, students need to remain in school and in the classroom as much as possible.

#### Student Concerns

Students and/or families are strongly encouraged to communicate with teachers, staff, and administrators when they feel harassed, threatened, intimidated, or bullied by another student, or by staff. Students and/or parents should speak with school personnel, and if the issue cannot be resolved, submit a Complaint Form. The Complaint Form is available at all school offices, the County Office, or on the YCOE website. Communication is key to helping students address concerns and find resolutions with assistance from dedicated individuals at their school site.

For additional discipline information see:

BP 5144 Discipline

AR 5144.1 Suspension and Expulsion/Due Process

AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)

#### **(K) Hate Crime Reporting Procedures and Policies**

No individual student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

To the extent possible, YCOE schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, YCOE shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and/or appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of bullying, harassing, and intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.



Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, prevention and crisis counselor, social worker, child welfare attendance personnel, school nurse, or other support services personnel for case management, counseling, and/or participation in a restorative practice program as appropriate. (Education Code 48900.9)

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Corrective actions for a student who commits an act of bullying of any type on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption to the campus, may include counseling, restorative practice, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

For additional information see:

BP and AR 1312.3 Uniform Complaint Procedures

BP 5131.2 Bullying

BP and AR 5144.1 Suspension and Expulsion/Due Process BP 5145.3 Nondiscrimination/Harassment

Available on the YCOE website under Superintendent and Policies at <http://www.ycoe.org>.

#### **(J) Procedures to Prepare for Active Shooters**

The Yolo County Board of Education and the Yolo County Office of Education desire students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

##### **Possession of Weapons**

YCOE prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with law, YCOE policy, and administrative regulations.

The site administrator or designee shall notify law enforcement authorities when any student possesses a weapon without permission or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Students in YCOE Greengate School conduct drills for the staff and students safety. Students and staff lock down and remain in a secure location away from windows and doors. Law enforcement is called and county administration is alerted.

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

The County Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. County employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyber-bullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyber-bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students shall be informed, through student handbooks and other appropriate means, of county and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The County may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development annually, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

#### **Intervention**

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

#### **Complaints and Investigation**

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

#### **Discipline**

Any student who engages in bullying in the pod in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

For additional information see:

BP 5131.2(a) - Bullying

BP 5145.3 - Nondiscrimination/Harassment

5145.7 - Sexual Harassment

5145.9 - Hate-Motivated Behavior

AB 2291

Available on the YCOE website under Superintendent and Policies at <http://www.ycoe.org>.

## **Safety Plan Review, Evaluation and Amendment Procedures**

YCOE recognizes that students and staff have the right to a safe and secure while at Greengate School where they are free from physical and psychological harm. YCOE is fully committed to maximizing school safety and to creating a positive learning environment that teaches students with disabilities strategies for self advocacy and independence using appropriate social emotional skills.

The school safety plan is reviewed, updated, and approved by the Director of Special Education, Principal of Greengate and School Safety Committee.

**Safety Plan Appendices**

## Emergency Contact Numbers

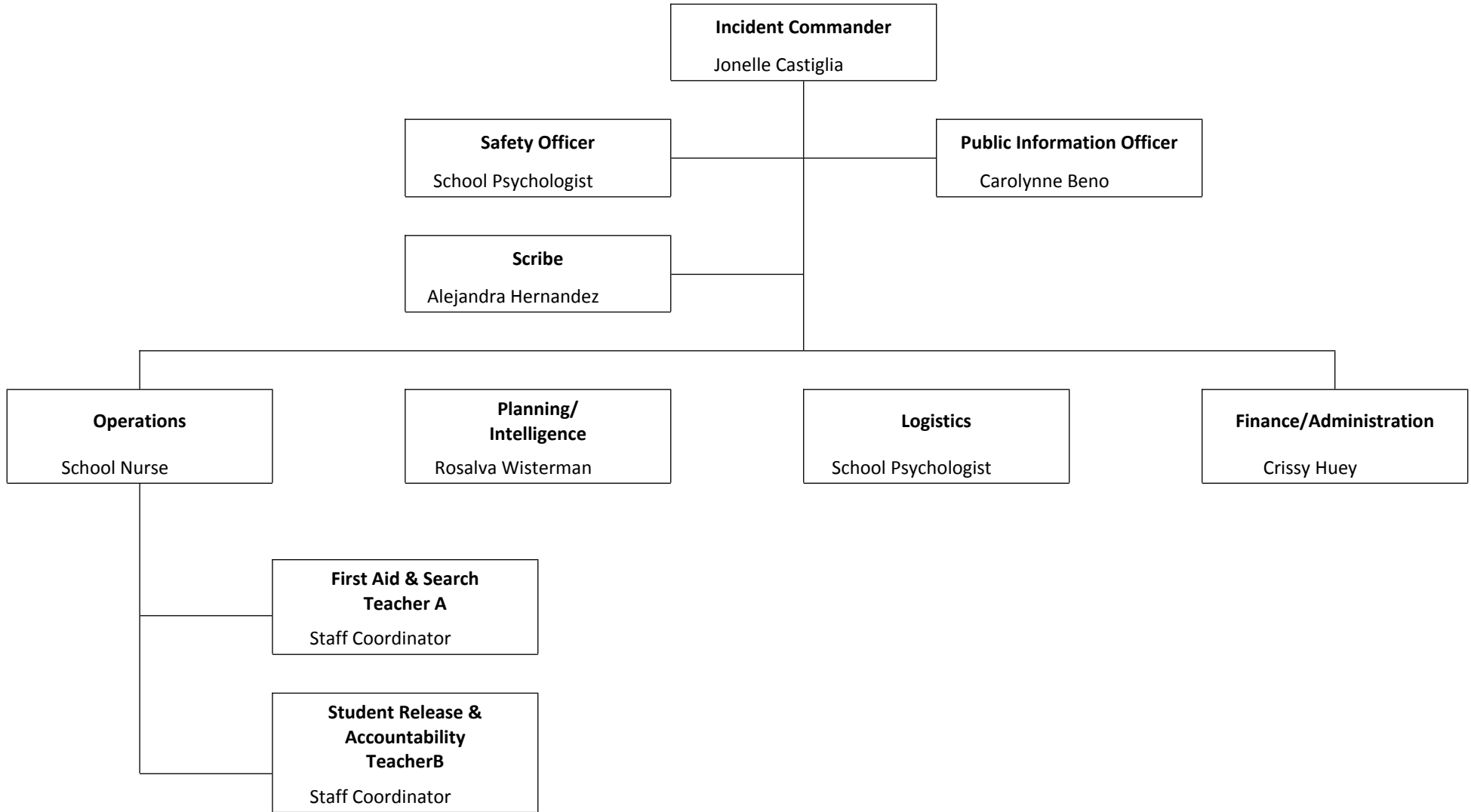
### Utilities, Responders and Communication Resources

| Type               | Vendor                        | Number         | Comments                      |
|--------------------|-------------------------------|----------------|-------------------------------|
| Emergency Services | Police, Fire, Ambulance       | 911            | (530) 666-6612 non emergency  |
| Emergency Services | Poison Control                | (800) 342-9293 |                               |
| Public Utilities   | PG&E                          | 1-800-743-5000 | 1-800-743-5002 report outages |
| School District    | Director of SOS               | (530) 668-3708 |                               |
| School District    | Director of Special Education | (530) 668-3878 |                               |
| School District    | Superintendent's Office       | (530) 668-3702 |                               |
| School District    | Educational Services Office   | (530) 668-3770 |                               |

**Safety Plan Review, Evaluation and Amendment Procedures**

| <b>Activity Description</b><br>(i.e. review steps, meetings conducted, approvals, etc) | <b>Date and Time</b>   | <b>Attached Document</b><br>(description and location)                    |
|--|--|---|
| School Safety Committee to review, plan and solicit input from staff                   | September, December and March reviews                          | Greengate Safety Plan located in front office in copy center on clipboard |
| Conduct montly safety drills   | monthly ongoing August through June                            | Greengate Safety Plan located in front office in copy center on clipboard |
| Debrief of Safety drills   | Followiing monthly drill at staff meetings/leadership meetings | Debrief after each drill and access needs                                 |
| Participate in National Earthquake Drill   | October 2nd and December 4th, 2019                             | Campus wide drills  |

**Greengate School Incident Command System**



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.



## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

If a staff member becomes aware of a crisis, it is very important that this information is communicated with the school office immediately. In an emergency it is important to set up an Incident Command Center to coordinate communication and facilitate implementing emergency procedures and coordination of emergency services. In most cases, the school office will call 911 when emergency services are required. It is important that all details known regarding an emergency are communicated calmly and clearly to the Incident Commander or designee.

NOTE: In cases of extreme danger it is not necessary to wait for the principal or designee to call for help. The first person to view the danger can call 8-911 from a classroom phone, and then alert the office by phone or radio.

### Step Two: Identify the Level of Emergency

Following the identification of the emergency, the Incident Commander will determine the level of emergency and verify that 911 has been called (if necessary).

Level 1 (Minor): Medical incident

Level 2 (Moderate): Fire, Flood, Hazardous Materials and illness outbreak at school

Level 3 (Major): Assault/shooter on campus, flood, fire, earthquake, dam failure and pandemic flu

### Step Three: Determine the Immediate Response Action

The initial response by staff and students to an emergency will ALMOST ALWAYS include one or more of these five responses:

1. EVACUATION: The signal is the fire alarm.

(Maybe used for fire, gas leak, chemical leak in the lab, etc.)

Student Response:

Leave belongings in room (unless medications are needed)

Move calmly to evacuation location #1

Stay with your class at all times for roll call

Staff Response:

Take Staff Handbook binder, cell phone, keys

Proceed immediately to the evacuation area

Take attendance (hold red card overhead if missing/extra students)

Keep students near you in assigned area

Return to the building via instructions from the administrator or emergency official

2. LOCKDOWN: Signal is the bell or public address system.

(Maybe used for explosions, violent intruder, gunfire, etc.) DO NOT LET ANYONE IN OR OUT OF THE ROOM

Student Response:

If indoors or can get indoors quickly,

Turn out lights

Help teacher lock door (or move furniture to block door if door unable to lock)

Move away from windows and down onto the floor

Find shelter behind or under furniture (tables, chairs)

Stay calm and be patient and keep quiet

Open the Emergency Backpack if needed

No cell phone usage unless given permission by an adult

If outdoors and away from the school:

Go quickly to a safe place, then move to evacuation site #2

Go quickly to a safe place, then move to evacuation site #2

Staff Response:

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If indoors or can get indoors quickly,  
Gather students rapidly, and lock all doors  
If the door cannot lock, barricade the door with furniture  
Close windows, curtains, and blinds  
Move away from windows and down onto the floor  
Consider moving students to more interior spaces or escaping through back door if possible  
Take attendance and give Incident Commander the names of missing or extra students  
If outdoors and away from the school,  
Escort students to evacuation site #2 and keep contained  
Take roll and alert incident commander of students with you  
Release students only to parents (check ID) or authorities

**3. SHELTER IN PLACE: Signal is the bell and public address system  
(Maybe used for Bomb Threat, Severe Weather, Animal Disturbance, Disorderly Conduct, etc) DO NOT ALLOW ANYONE IN OR OUT OF THE ROOM**

**Student response:**

If indoors or can get indoors quickly,  
Help teacher lock doors and close windows, curtains/blinds  
Move away from windows  
Stay calm and be quiet  
No cell phone usage unless given permission by an adult  
If outdoors and not near the school building,  
Go to evacuation site #1 or #2  
Wait for school people or police to meet you and give instructions

**Staff response:**

If indoors or can get indoors quickly,  
Lock all doors  
Close windows, curtains, and blinds  
Move students away from windows  
Take attendance and give the office the names of missing or extra students  
Can continue instruction if directed by Incident Commander  
If outdoors and not near a school building,  
Escort students to evacuation site #1 or #2 and keep students near you  
Take roll and give office names of students with you  
Release students only to parents (check ID) or authorities

**4. EARTHQUAKE/TORNADO: Signal is the bell or public address system**

**Student response:**

If indoors,  
Duck under desk/table and cover head and neck with hands  
Stay away from windows or furniture that can fall over  
If outdoors,  
Earthquake: Drop to ground away from buildings, trees, and power lines and stay put  
Tornado: Move indoors if possible; stay out of vehicles and lie down in a ditch or low area

**Staff response:**

If indoors,  
Duck under desk/table and cover head and neck with hands  
Close drapes and blinds  
Direct students away from windows or furniture that can fall over  
If outdoors,  
Earthquake: Drop to the ground away from buildings, trees, and power lines; maintain a position for aftershocks  
Tornado: Move indoors if possible; stay out of vehicles and lie down in a ditch or low depression area

**5. TEACHER DOWN or MEDICAL EMERGENCY:**

**Student response:**

If the teacher is unable to provide direction,

One student calls 8-911 from the classroom phone  
One student runs to the next room for help  
One student runs to the office to get help  
One student calls the office  
When an adult arrives,  
Stay calm and do not distract staff during an emergency  
Stay clear of the area  
Staff response:  
Practice with students so they will know what to do  
If you are the down teacher  
If you need to leave to respond to an emergency  
If you are assisting in a medical emergency:  
Verify that 8-911 and the office has been called  
Assist victim until emergency responders arrive, or  
Assist with campus supervision  
Help clear path for medical personnel and emergency vehicles

#### **Step Four: Communicate the Appropriate Response Action**

After calling 911 but before local emergency (police/fire) personnel arrives the Incident Commander (Principal or Designee) will:

Set up a command post  
Contact First Responders  
Assign duties, determine the need for resources  
Using a site map, identify the location of emergency and staging area  
Notify appropriate School District officials (Director of Student Services and District Safety Coordinator)  
Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution on that same day, if possible  
If the crisis is chemical or biological in nature, and evacuation is required, direct students to an uphill site  
If evacuation is necessary, take the emergency plan, whole school roster, student medication binder, student medications, radio and bull horn (if available)

Appropriate actions and response procedures are communicated to staff and individuals using the Site Crisis Team roster and job descriptions, and by following the instructions listed in the RED safety folders that are placed in every classroom and workspace.

In addition to information regarding procedures during EVACUATION, LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO, OR TEACHER DOWN/MEDICAL EMERGENCY, the following information is printed on the inside of the RED safety folders:

#### **EMERGENCY RESPONSE PHONE NUMBERS**

Emergency: 8-911 from the school phone  
District Safety Coordinator  
District 24 hr. Emergency:

EVACUATION SITES #1 and #2 are listed in each classroom

#### **INSTRUCTIONS FOR USE OF THE GREEN AND RED SIDE OF THE EMERGENCY FOLDER**

The green and red cards are used to indicate if all students on the teacher's roster are accounted for, if someone is missing from the class, or if someone needs medical attention.

A green card is used to indicate all students on the roster are accounted for and no medical attention is needed

A red card is used to indicate all one or more student is missing from the roster or someone needs medical attention

Evacuation: Hold up the card showing the appropriate color until acknowledged by a crisis team member

## COMMUNICATION INSTRUCTIONS DURING AN EMERGENCY

Try to keep phone and email lines free except to communicate with emergency services

Wait for instructions

Instructions may come via landlines, email or cell phone

Look on District's social media site for real-time updates

Ask students to not use cell phones unless authorized by Emergency Responders

If cell phone use has not been prohibited, do your best to control the message

Remind students that we are prepared for an emergency

Explain that the Police and Fire Departments are in charge

Ask parents to go to the District website or District social media page for information

## ROLES/EXPECTATIONS OF ADULTS, STUDENTS, AND EMERGENCY RESPONDERS

### Adults

#### STAY CALM

Notify emergency services by any available method

Notify adults who can assist

Remove/protect students

Assist students with injuries/immediate needs

State your expectations to students and subordinates

Follow instructions from emergency personnel (Firefighters, Police, EMT's)

### Students

#### STAY CALM AND PATIENT

Assist adults

Comply with emergency service providers' instructions

Respect each other

### Emergency Personnel

Take control upon arrival

Keep school leaders informed

Call for all services needed

Allow school leaders to assist with parents and students

### Classroom Management during Emergencies

Students will display a range of emotions. Respond by:

Tell them that you are prepared to take care of them

Validate their feelings; it is okay to be scared

Remind them that they have practiced many times for emergencies

Assure them that strong, smart people are helping

### Other Considerations:

SEVERE HEALTH ISSUES: should be noted in the Student Medical Binder emergency folder

TOILET: set up the yellow emergency bucket

FOOD: children may have to share any that is available

PROVIDE COMFORT: Use jackets/extra clothes to make a comfortable resting area. Let students group with their friends for support.

STAYING CONNECTED: Use the buddy system

COMMUNICATION: Staff cell phones/computers can be used if working; students may text if given permission from the staff

## RELEASE OF STUDENTS AFTER A LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO, or EVACUATION

### Elementary

From LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

Parents may be allowed to come to the classroom where the teacher would recognize parents/guardians

Students may be moved from classrooms in groups to a meeting place where adults can identify themselves

From EVACUATION SITE:

Law enforcement may move small groups to a reunification site where ID's can be checked

Parents may be allowed to find their child

Secondary

From LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

Students may be sent by alpha order to separate locations for reunification

Students may be released by the classroom to a designated area

From EVACUATION SITE:

Law enforcement may move small groups to a reunification site where ID's can be checked

Parents may be allowed to find their child

The following information is placed inside the RED safety folders and must be updated regularly:

CLASS ROSTERS

Elementary: each teacher must put the class roster for their room in the folder (update if any changes to class roster)

Secondary: each teacher must put the class rosters for each period that meets in their room in the folder (update each quarter)

SCHOOL CRISIS TEAM ROSTER AND INCIDENT PHONE TREE (updated yearly)

SITE EVACUATION MAP INDICATING EVACUATION SITE (updated yearly)

TRAUMA FAST ACTION CARD

Provides basic first aid information

YCOE EMERGENCY PHONE NUMBERS (County Office will update yearly)

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

SHELTER IN PLACE should be used as the initial action but this may be followed by instructions to EVACUATE the building.

School Incident Commander will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Contact site's First Responders

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means

If necessary, initiate Student Release procedures

Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Teachers are given the "All Clear" or other instructions

### **Animal Disturbance**

SHELTER IN PLACE should be the initial action to an animal threat on campus (bees, dogs, etc).

School Incident Commander will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Contact site's First Responders

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution on that same day

If necessary, initiate Student Release procedures

Prepare incident status report for emergency response personnel if needed

Be prepared to assist with building access for emergency responders

Be prepared to shut down all HVAC systems to stop outside air intrusion

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Teachers are given the "All Clear" or other instructions

### **Armed Assault on Campus**

A. Administrator (Office)

1. Activate full lockdown procedures using any available method

2. Call 911 and provide all known information including the following:

a. Location and number of assailants

b. Description of assailants and any available weapon information

c. Actions you are taking or have taken

d. Known injuries to staff and/or students and locations of such

3. Stay in contact with 911 if possible and safe to do so

4. If active shooter/lethal assailant is inside the school, evacuate immediate staff and others if safe to do so, and order all persons on the exterior to move a safe distance from the campus.

5. If fleeing or evacuating is not possible or if it increases the risk of serious injury or death, barricade an inner office, turn off lights, stay silent to the degree possible, and await help.
6. If active shooter/lethal assailant is outside the school, secure all interior and exterior doors. Order all persons inside the school to take shelter in a room that can be secured and remain concealed until told otherwise by law enforcement.
7. If loss of life appears imminent at any time, consider attempting to neutralize the suspect using any available means, but only as a last resort.

#### B. Staff (Inside School)

1. If in contact with administrator or designee, follow instructions
2. Lockdown the classroom by doing the following:
  - a. Lock all doors including those connecting to adjacent rooms
  - b. If doors cannot lock, barricade the door with furniture
  - c. Close windows, curtains, blinds
  - d. Turn out lights
  - e. Move all students away from windows and down onto the floor
  - f. Seek shelter behind or under whatever is available
  - g. Consider moving students to more interior spaces or escaping through a backdoor if possible
  - h. Maintain silence to the degree possible
  - i. If possible, take attendance and give administrator the names of missing or extra students
3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, barricade the doorway using any available objects.
4. If it appears an active shooter/lethal assailant may gain access to the classroom or if evacuating students will increase the chance of survival, use any available and direct alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.
5. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

#### C. Staff (Outside School)

1. If in contact with administrator or designee, follow instructions
2. If threat is believed to be on the exterior, staff should evaluate and choose the best of the two available response options:
  - a. Enter the closest available building, ensure exterior door is secure and if not an interior room, move to one if available.  
Lock all doors including those connecting to adjacent rooms  
If doors cannot lock, barricade the door with furniture  
Close windows, curtains, blinds  
Turn out lights  
Move all students away from windows and down onto the floor  
Seek shelter behind or under whatever is available  
Consider moving students to more interior spaces or escaping through a backdoor if possible  
Maintain silence to the degree possible  
If possible, take attendance and give administrator the names of missing or extra students
  - b. Flee the immediate area using cover and concealment as you move. If moving students away from the danger, give loud and direct instructions to assist in their own protection.  
Evaluate the need to move further from the threat in order to increase safety.  
Maintain custody of students to the degree possible  
When practical and safe to do so, contact 911 for instructions and to provide information on the threat.

3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, barricade the doorway using any available objects.
4. If it appears an active shooter/lethal assailant may gain access to the location where you have sought shelter, use any available and direct alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.
5. If an active shooter/lethal assailant gains access to your location and loss of life appears imminent, take whatever action is believed necessary to neutralize the assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

### **Biological or Chemical Release**

EVACUATION should be the initial action to a hazardous material release

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

#### **ON-CAMPUS RELEASES WITHIN A BUILDING:**

The School Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.

- If possible, exterior doors should be closed (but not locked), and air moving systems shut down as the building is evacuated
- If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building

The School Incident Commander should initiate a SHELTER-IN-PLACE action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.

The School Incident Commander (or designee) will call 911 and:

- Describe the nature of the emergency and actions being taken to safeguard students and staff
- Provide the exact location of the problem
- Advise of the location of the School Incident Command Post upwind and out of the immediate danger area
- Contact site's First Responders
- Direct staff to secure the area around the chemical spill
- Confirm with First Responders that roll has been taken of those evacuated and that all students are accounted for
- Notify appropriate School District officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:

- Could a Search and Rescue Group safely look for missing students?
- Should other buildings be evacuated?
- Should evacuees be moved to a safer indoor location and SHELTER-IN-PLACE?
- Are any evacuees contaminated, and should they be separated from others?
- Can First-Aid be started on injured persons without contaminating others?
- Should an Off-Campus EVACUATION be started?

The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff



- Staff will implement EVACUATION or SHELTER-IN-PLACE procedures as directed

#### ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS

The most appropriate initial action for this type of release is SHELTER-IN-PLACE action and ensure all students and staff outside buildings are quickly moved indoors.

- The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors, and turn off fans and air conditioners by shutting off the electrical power in the classroom.

The School Incident Commander (or designee) will call 911 and:

- Describe the nature of the emergency and actions being taken to safeguard students and staff
- Provide the exact location of the problem
- Advise of the location of the School Incident Command Post
- School Incident Commander will initiate immediate SHELTER-IN-PLACE
- Notify appropriate School District officials if needed (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution
- Should consider initiating an immediate parent notification, but parents should NOT come to the school and risk being exposed to the chemical release
- Will ensure that any buses en-route to the school with students are re-directed to the school's off-campus evacuation site to await further instructions

School will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action which could be:

- Continue SHELTER-IN-PLACE
- Notify parents and initiate Student Release procedures
- Initiate an immediate "Off-Campus EVACUATION" procedure
- Issue an "ALL CLEAR" signal and resume normal school operations

#### Bomb Threat/ Threat Of Violence

Since most bomb threats are hoaxes the best first response is to shelter in place.

Person receiving call should:

1. Remain calm
2. Listen – Do not interrupt caller. Keep caller on the phone as long as possible. (see bomb threat check list on back)
3. If possible, write a note to a colleague to alert the Site administrator and call 911 or, as soon as the caller hangs up, immediately notify them yourself.
4. If your phone has a display, copy the number on the window display.
5. Complete bomb threat checklist immediately. Write down as much detail as you can remember. Try to get exact words.
6. Immediately upon termination of the call, contact 911 with information and await instructions.

Administrator or designee:

1. Call for a Shelter in Place until police arrive and evaluate the threat

2. Notify: District Safety Coordinator, Director of Student Services, and Superintendent's office
3. Do not use two-way radios or cellular phone, or activate the fire alarm
4. Do not touch or move a suspicious package
5. Responding police will evaluate the threat and determine whether to evacuate the building or institute a search while students and staff Shelter in Place
6. If police call for evacuation, move students and staff to evacuation site #2

### **Bomb Threat/ Threat Of violence**

Since most bomb threats are hoaxes the best first response is to shelter in place.

Person receiving call should:

1. Remain calm
2. Listen – Do not interrupt caller. Keep caller on the phone as long as possible.
3. If possible, write a note to a colleague to alert the Site administrator and call 911 or, as soon as the caller hangs up, immediately notify them yourself.
4. If your phone has a display, copy the number on the window display.
5. Complete bomb threat checklist immediately. Write down as much detail as you can remember. Try to get exact words.
6. Immediately upon termination of the call, contact 911 with information and await instructions.

Administrator or designee:

1. Call for a Shelter in Place until police arrive and evaluate the threat
2. Notify: District Safety Coordinator, Director of Student Services, and Superintendent's office
3. Do not use two-way radios or cellular phone, or activate the fire alarm
4. Do not touch or move a suspicious package
5. Responding police will evaluate the threat and determine whether to evacuate the building or institute a search while students and staff Shelter in Place
6. If police call for evacuation, move students and staff to evacuation site #2

This action is taken after the decision is made that it is unsafe to remain inside the building. If full or partial evacuation is ordered, initiate and direct evacuation operations according to the following guidelines:

Contact WJUSD Transportation Department at 406-5980 and the Yolo County Office of Education - EOC and advise them of your transportation requirements if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

1. Close windows and doors. Lock doors.
2. Take safety binder and roll book.
3. Lead students to your assigned area (see map) in a silent, single or double file line. If you have an aide, have him/her bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.
5. At destination, move on to side walk.
6. Line up with teacher at front of line. Keep everyone calm, silent, and in single/double file line.
7. Take attendance.
8. Hold up a green card if everything is okay and no one is missing or hurt. Hold up the red card if help is needed.
  - o ONLY if someone is missing, fill out Teacher/Staff Report Form (green). Hold up your red card, and a staff member will be over to assist and collect your Report Form.
9. Please continue to have your students lined up and silent; please model for them.
10. For dismissal, each teacher/class will be dismissed individually beginning with the outer groups. Please continue in a silent, single/double file line.
11. Contact the Yolo County Office of Education Office EOC once the staff and students have moved off of site (if necessary) and have been accounted for.

## **Bus Disaster**

YCOE does not operate bus services. YCOE students are transported by district transportation services. YCOE does operate passenger vans.

School Incident Commander (Principal or designee) will:

Dispatch a school representative to the accident location

Notify appropriate YCOE officials (Director of Student Services and Director of Support Operations Services)

Ensure any special health information or medication for any injured student is sent to the hospital

Make parent notifications (County Office can assist)

School representative at the scene will:

Assess level of support needed and convey this to the School Incident Commander

Report to School Incident Commander the names of student passengers, their conditions, and location(s) where injured were taken

District Office will:

Work with Site to arrange that YCOE or site official(s) are available to meet injured student(s)/staff at the hospital

Alert Prevention and Crisis Managers who can assess counseling needs of victim(s) or witness(s) and implement postvention crisis plan procedures

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

## **Death and/or Mass Casualty**

Any traumatic death or mass casualty incident requires a coordinated approach between the the Site crisis team, the Site staff and the County Office. Every member of the site crisis team will have comprehensive instructions located in their Red Emergency Binder and also at the site office.

## **First 24 Hours**

After the team members have been alerted to the crisis by the school administrator, they meet before the opening of school to address the following tasks:

Review crisis plan

Review role-specific tasks

Consider substitute coverage for certain team members

Gather information about the deceased from accurate sources

Contact other schools in the district about the death

Begin identification of potentially vulnerable students

Arrange for team members to follow the class schedule of the deceased

Determine level of information exposure of students and staff

Create scripts for dissemination of information to all members of the school community

Determine number and location of care stations for students

With administrator, set agenda for staff meeting

Contact appropriate community support resources

Make a plan for contacting the family of the deceased

Arrange to remove the student's belongings from locker and desk

Implement the procedure for responding to impromptu student memorials

Schedule optional staff debriefing at the end of the school day

Debrief team at the end of the school day

## **48 to 72 Hours**

Assist school in returning to regular routine

Continue to reach out and provide support to the most affected staff, staff, and students

Contact all absentees to determine if their absence is related to the death

Continue care stations as needed

Monitor student Web tributes

Update staff on postvention activities  
Review the process for identifying vulnerable students  
Prepare the school community for funeral activities  
Debrief and document

**Postvention Responses to Avoid:**

Ignoring the impact of the death and conducting the entire school day in a "business as usual" fashion  
Dismissing school early so students can grieve in the privacy of their often unsupervised homes  
Announcing the death via an impersonal public address system  
Announcing the death in a large venue like the auditorium where student emotionality can become contagious  
Assuming every member of the school community will react to the death rather than providing support on an as needed basis  
Allowing students to leave the school campus without parental accompaniment/permission  
Closing the school for the funeral  
Encouraging student memorials, which can romanticize the deceased and create a contagion risk

**Disorderly Conduct**

SHELTER IN PLACE should be the initial action to disorderly conduct.

**School Incident Commander will:**

- Determine the level of response required for the incident (call 911)
- Establish an Incident Command Post (ICP)
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- If necessary, contact site's First Responders
- If necessary, initiate student release procedures
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders

**Action is rescinded when:**

- It is deemed safe by the Incident Commander (Principal or other official)
- Staff is given the "All Clear" or other instructions

**Earthquake**

Earthquake/Tornado Response (Shelter in Place with duck and cover) should be the initial action to an earthquake/tornado. However, evacuation may need to occur if there is concern that the building is damaged. Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings and injuries. A tornado or other severe weather does often come with some warning and all students and staff should try to get indoors if possible.

**School Incident Commander will:**

- If necessary, call 911 to report damage and/or injuries
- If necessary, contact site's First Responders
- If necessary, after the shaking stops, initiate an EVACUATE BUILDING alert
- Notify appropriate School District officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- If necessary, initiate parent notification and Student Release procedures
- If necessary, establish an Incident Command post
- Be prepared to assist with building access for emergency responders
- Consider need to dismiss school due to power loss, building damage or other factors
- As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy

## **Explosion or Risk Of Explosion**

EVACUATION should be the initial action to an explosion or risk of explosion.

Fire, explosion, and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons.

School Incident Commander will:

- Determine the level of response required for the incident
- Call 911 and describe the current situation, including damage and estimated number of injured
- Describe the best access for emergency responders (driveway/gate) and be prepared to assist
- If possible, remain online to provide updates
- Ensure fire alarm has been sounded
- If needed, announce changes in EVACUATION routes due to incident location
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- Meet arriving fire and police personnel
- If necessary, initiate Student Release procedures
- Prepare an incident status report for emergency response personnel if needed

This action is taken after the decision is made that it is unsafe to remain inside the building. If full or partial evacuation is ordered, initiate and direct evacuation operations according to the following guidelines:

Contact WJUSD Transportation Department at 530-406-5980 and the Yolo County Office of Education - EOC and advise them of your transportation requirements if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

1. Close windows and doors. Lock doors.
2. Take Staff Handbook binder and attendance roster.
3. Lead students to your assigned area (see map) in a silent, single or double file line. If you have an aide, have him/her bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.
5. At destination, move on to side walk.
6. Line up with teacher at front of line. Keep everyone calm, silent, and in single/double file line.
7. Take attendance.
8. Hold up a green card if everything is okay and no one is missing or hurt. Hold up the red card if help is needed.
  - o ONLY if someone is missing, fill out Teacher/Staff Report Form (green). Hold up your red card, and a staff member will be over to assist and collect your Report Form.
9. Please continue to have your students lined up and silent; please model for them.
10. For dismissal, each teacher/class will be dismissed individually beginning with the outer groups. Please continue in a silent, single/double file line.

11. Contact the Yolo County Office of Education Office EOC once the staff and students have moved off of site (if necessary) and have been accounted for

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Staff is given the "All Clear" or other instructions

### **Fire in Surrounding Area**

SHELTER-IN-PLACE should be the initial action to a fire in surrounding area.

School Incident Commander will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Contact site's First Responders

Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

Prepare incident status report for emergency response personnel if needed

Be prepared to EVACUATE if ordered to by emergency responders

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Staff is given the "All Clear" or other instructions

Continue to communicate with County Office who will be monitoring air quality for participation in P.E. and other outdoor activities

### **Fire on School Grounds**

EVACUATION should be the initial action to a fire on school grounds.

SIGNAL: Smoke, flames, or fire alarm.

Cesar Chavez Community School has identified in priority 1) Harris Park, 2) Greengate parking lot, 3) CommuniCare parking lot. These locations should be in reasonably close proximity to the school. The locations should also be on different sides of the building or property.

EVACUATE:

Contact Principal and the Yolo County Office of Education - EOC where the student population will be going. Advise them of your transportation requirements, if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

Contact WJUSD Transportation Department at 406-5980 and the Yolo County Office of Education Office - EOC and advise them of your transportation requirements if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

Staff will:

1. Close windows and doors. Lock doors.
2. Take staff handbook binder and attendance roster
3. Lead students to your assigned area (see map) in a silent, single, or double-file line. If you have an aide, have him/her bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.

5. At the destination, move on to the sidewalk.
6. Line up with the teacher in front of the line. Keep everyone calm, silent, and in a single/double-file line.
7. Take attendance.
8. Hold up a green card if everything is okay and no one is missing or hurt. Hold up the red card if help is needed.
  - a. ONLY if someone is missing, fill out Teacher/Staff Report Form (green). Hold up your red card, and a staff member will be over to assist and collect your Report Form.
9. Please continue to have your students lined up and silent; please model for them.
10. For dismissal, each teacher/class will be dismissed individually beginning with the outer groups. Please continue in a silent, single/double file line.

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- Prepare an incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or another official)
- Staff is given the "All Clear" or other instructions

## **Flooding**

SHELTER-IN-PLACE should be the initial action in the event of flooding.

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- If necessary, initiate Student Release procedures
- Prepare incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders
- Be prepared to shut down all HVAC systems

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Staff is given the "All Clear" or other instructions

## **SEVERE WEATHER PROCEDURE**

For the purposes of this procedure "Severe Weather" is defined as a severe windstorm, tornado, hail storm, lightning storm or other

weather event that could result in damage to school facilities or injuries to students or staff.

If a "Severe Weather Watch" has been issued by the National Weather Services:

- Monitor NOAA Weather Stations (National Weather Services, Weather Channel, etc.)
- Bring all persons inside buildings
- Be prepared to move students from mobile classrooms into permanent buildings
- Close facility doors, windows and blinds or curtains
- Severe weather safe areas are under desks, in hallways and interior rooms away from windows
- Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows

If a "Severe Weather Warning" has been issued in the school area, or if severe weather is being observed at or near the school:

- School Incident Commander will initiate a SHELTER IN PLACE
- School Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to release

After passage of the storm:

- School Incident Commander will deploy staff to do a preliminary damage assessment of campus buildings and facilities to identify issues that need to be immediately addressed before students and staff are released to move about.
- Based on this assessment the School Incident Commander will either continue the SHELTER IN PLACE, give the "All Clear" signal and resume normal school operations, or initiate the "Off-Campus EVACUATION" procedure

### **Loss or Failure Of Utilities**

Loss of electricity is the most common utility problem. However, a loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

#### **LOSS OF UTILITIES**

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and although inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last. When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

#### **UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS**

Utility failure or damage on campus can pose serious threats to students and staff:

Gas leaks may require only a spark to set off an explosion

A broken water pipe may cause extensive flood damage to buildings and property

Electrical failures cause disruption of needed heating, ventilation, and air conditioning

Electrical failure may also result in loss of well water and sewage disposal

Broken electrical lines or components may pose a shock hazard to staff or students

The initial response to any problem with utility systems on campus is to CALL SUPPORT OPERATIONS SYSTEMS IMMEDIATELY and they will try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus. The head custodian also knows how to shut off gas/water for the entire campus. The school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response binder.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. The School Incident Commander and other key school personnel must know how to shut off the gas in the event of an emergency.



## UTILITY LOSS OR DAMAGE EMERGENCY PROCEDURES

### Gas Leak - Indoor:

Upon detecting gas odor, staff shall initiate EVACUATION of the affected building  
If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark  
DO NOT turn off lights or other electrical equipment which may cause a spark  
Leave doors open to provide ventilation of the building  
Turn off HVAC system to entire campus  
The School Incident Commander will call 911:  
Give location of gas leak - what building and what's leaking, if known  
Describe best UPWIND access point for emergency responders (driveways/gates)  
Request 911 operator to call Gas Company since they have rapid access  
Indicate that EVACUATION is underway and stay on the line to provide updates  
Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)  
Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means  
Determine whether to evacuate other buildings since SHELTER IN PLACE may be appropriate if the leak is small and contained to another building  
Do not reenter the affected building(s) until fire or utility officials say it is safe

### Gas Leak - Outdoor:

Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area  
Move everyone UPWIND, at least 100 feet (more if leak is major)  
Post staff to prevent entry to the area (including vehicles)  
If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark  
DO NOT turn off lights or other electrical equipment which may cause a spark  
Leave doors open to provide ventilation of the building  
Turn off HVAC system to entire campus  
The School Incident Commander will call 911:  
Give location of gas leak - what building and what's leaking, if known  
Describe best UPWIND access point for emergency responders (driveways/gates)  
Request 911 operator to call Gas Company since they have rapid access  
Indicate that EVACUATION is underway and stay on the line to provide updates  
Determine whether to evacuate buildings since SHELTER IN PLACE may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and upwind of leak  
Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)  
Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means  
Do not reenter the affected building(s) until fire or utility officials say it is safe

### Electrical System Damage or Failure:

If there is smoke or threat of fire EVACUATE the building(s)  
Close, but do not lock doors  
Notify the School office/Incident Commander  
The School Incident Commander will call 911:  
Give location and nature of the electrical problem  
Describe best access point for emergency responders (driveways/gates)  
Request 911 operator to call Electrical Company since they have rapid access  
Indicate if EVACUATION is underway and stay on the line to provide updates  
Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)  
Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means  
Direct staff to attempt to shut down electrical at main shut-off or building shut-off  
Do not reenter the affected building(s) until fire or utility officials say it is safe

If problem is outdoors, School Incident Commander will be responsible for shutting down power and calling an electrician. If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

**Water/Sewer Line Break:**

If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building and notify the School Office/School Incident Commander.

The School Incident Commander will:

Direct staff to attempt to shut down water at main shut-off or building shut-off

Assess situation and determine if EVACUATION is needed-

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means

Work with Maintenance and Operations to have the water/sewage removed

Do not allow anyone to reenter the buildings(s) until fire, utilities, or Maintenance and Operations say it is safe

If problem is outdoors, direct staff to isolate the area and stand watch until the leak is shut down

**Motor Vehicle Crash**

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER-IN-PLACE, or EVACUATION as needed.

**Psychological Trauma**

In case of psychological trauma, the situation would be evaluated and then the appropriate steps would follow. A counselor should be involved in the initial assessment and then additional counselors will be involved as needed. All counselors, nurses, and psychologists are trained to do Risk Assessments to determine the level of threat of self-harm.

**Suspected Contamination of Food or Water**

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER-IN-PLACE, or EVACUATION as needed.

**Tactical Responses to Criminal Incidents**

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER-IN-PLACE, or EVACUATION as needed.

**Unlawful Demonstration or Walkout**

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER-IN-PLACE, or EVACUATION as needed.

## Emergency Evacuation Map

# Comprehensive School Safety Plan

**2019-2020  
School Year**

**School:** Cesar Chavez Community School  
**CDS Code:** 57-10579  
**District:** Yolo County Office of Education  
**Address:** 255 W Beamer Street  
Woodland, CA 95695

**Date of Adoption:**

**Date of Update:**

**Date of Review:**

- with Staff
- with Law Enforcement
- with Fire Authority

**Approved by:**

| Name                 | Title         | Signature | Date |
|----------------------|---------------|-----------|------|
| Gayelynn Gerhart     | Principal     |           |      |
| Kaelin Souza         | Counselor     |           |      |
| Monica Aceves Robles | Teacher       |           |      |
| Kristen Storz        | Support Staff |           |      |
| Sergio Macias        | Student       |           |      |
| Kevin Coleman        | Student       |           |      |
| Lupe Moreno          | Parent        |           |      |

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## Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the school office..

## Safety Plan Vision

Maintaining a safe environment is critical to success and is everyone's responsibility. This means school and county office officials work towards ensuring that grounds and buildings are safe. We believe that our students have a right to learn in a safe environment.

The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning to ensure prompt and appropriate response of trained school personnel when a school crisis occurs. Rational and effective thinking on the part of each staff person is key to that goal. The safety plan is intended to help each school site maximize safety by reducing panic and facilitating effective action during the critical first 10 minutes of a crisis.

School officials must recognize that emergencies are fluid events and the emergency procedures outlined may not fit every situation. Administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

The most critical element in any crisis is to stay calm since students will mirror the attitude/actions of the adults around them. The ability to manage fear and remain calm in the midst of chaos is the most effective tool for minimizing the impact of any crisis.



## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Cesar Chavez Community School Safety Committee**

Site Principal and School Site Council

### **Assessment of School Safety**

Review and assessment of the current safety needs will be conducted regularly.

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

Appropriate strategies and programs will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of the following:

- A. Child abuse reporting procedures consistent with Penal Code 11164
- B. Routine and emergency disaster procedures
- C. Reference to Board Policies and Administrative Regulations related to school safety. These documents can be found on the YCOE website under Superintendent and Policies.
- D. District safety policies

### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

School district employees are mandated reporters and shall make a report when in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child who the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. All District staff receive training in mandated reporting procedures on a yearly basis. (Penal Code 11166)

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to Yolo County Child Welfare Services (530) 669-2345 (day) or (530) 669-8920 (nights). Alternatively, a mandated reporter can contact the Woodland Police Department (530) 666-2411 or West Sacramento Police Department (916) 617-4900 depending on the campus. Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to Yolo County Child Welfare Services a written follow-up report, which includes a completed Suspected Child Abuse Report form (SS 8572). (Penal Code 11166, 11168)

For complete policies and procedures see Board Policy and Administrative Regulation BP 5141.4 Child Abuse Reporting Procedures available on the YCOE website ([www.ycoe.org](http://www.ycoe.org)) under Superintendent and Policies.

### **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

#### **Disaster Plan (See Appendix C-F)**

Each classroom has a Staff Handbook binder that contains the comprehensive school safety plan as well as our emergency policies and procedures. Each classroom and office that have students or staff has a staff handbook/binder which contains lockdown, shelter-in-place, and evacuation procedures, emergency contact numbers, basic first aid information, class roster, and site evacuation maps. Drills are done with staff and students at least twice a year to practice the emergency procedures.

### **Public Agency Use of School Buildings for Emergency Shelters**

A school site is available to governmental agencies such as law enforcement and fire as directed and needed.

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

A student may be suspended or expelled for any of the causes listed in state Education Code 48900 through 48915 and Board Policies. A summary of the causes is listed in AR 5144.1.

A student may be suspended or expelled for acts related to school activity or attendance that occur at any time, including, but not limited to (1) while the student is on school grounds; (2) while the student is going to or coming from school; (3) during the lunch period, whether on campus or off campus; or (4) during or while a student is going to or coming from a school-sponsored activity.

Suspension must be preceded by an informal conference with the student, unless the principal or designee believes an emergency exists and orders the student to immediately leave the school because the student's presence is a danger to persons or property, or is a threat to the academic program. In such cases the conference will be held as soon as practical, but within two (2) school days.

At the informal conference, the decision to suspend will be explained by the principal or the principal's designee. The conference will include the following steps: (1) The student will be informed of the reason for the disciplinary action and the evidence against them; (2) The student will be provided an opportunity to present their written and/or verbal statement and evidence in their defense. If the student needs assistance with a written statement, they will be assisted. Those statements will be attached to the school file copy of the suspension form.

If not delivered at the time of the suspension, the Notice of Suspension shall be delivered or mailed to the parent/legal guardian within one (1) school day of the beginning of the suspension. State law (Education Code 48911) makes it the student's and parent/legal guardian's duty to respond to school official's request to attend a conference concerning his/her child's behavior. The conference may be held at the time of suspension or at re-entry.

Appeal of Suspension: The student/parent(s) may appeal a suspension. Parents shall put their request for appeal in writing, clearly stating the reason for the appeal, which shall be one or both of the following contentions: 1) Procedural due process was not followed or 2) The reason to suspend was not in compliance with YCOE County Office Board policies and procedures and/or law. Unless there is clear evidence that a procedural or legal violation and/or District procedures were violated, the school administration's decision to suspend will be upheld.

If someone other than the principal has suspended the student, the principal receives the appeal. Upon receipt of the written request, the principal shall delay the implementation of the suspension for one (1) day following the day of the request, if the appeal cannot be considered the day of the request. However, if the principal concludes that the student poses a danger to self or others or is a serious threat of disruption of the educational process, the principal shall not delay for one (1) day the implementation of the suspension. The principal will conduct fact finding in regards to the appeal and render a timely decision. Fact finding will include input from school administration and the person appealing the suspension. The decision of the principal is final and, thus, ends the appeal process.

If the principal is not available within 24 hours of the request for appeal or if the principal initiated the suspension, the parent should appeal directly to the Director of Student Services or designee. The Director of Student Services or designee will conduct the fact finding in regards to the appeal and render a decision in a timely manner. The decision of the Director or designee is final and, thus, ends the appeal process.

Additional information on the suspension and expulsion process can be found in:

BP 5119 Students Expelled from Other Districts

BP 5131 Conduct

BP and AR 5144 Discipline

BP and AR 5144.1 Suspension and Expulsion/Due Process

BP and AR 5144.2 Suspension and Expulsion/Due Process, students with disabilities

BP and SP 5144.3 Student Expulsion Appeals

Joint Education Services Plan for Expelled Youth Within Yolo County - AB 922 Plan (MOU July 2018-June 2021)

#### **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

The Principal or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the Superintendent or designee may receive written notification from security personnel. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

**(E) Sexual Harassment Policies (EC 212.6 [b])**

The Yolo County Board of Education and the Yolo County Office of Education are committed to maintaining a safe school environment that is free from harassment and discrimination. The County Office prohibits sexual harassment or sexual violence of students at school or at school-sponsored or school-related activities. The County Office also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant or respondent in alleging sexual harassment.

The County Office strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

The Superintendent or designee shall ensure that all YCOE students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
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. A clear message that student safety is YCOE's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about YCOE's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, YCOE will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

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

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

The Superintendent of designee maintains a record of reported cases of sexual harassment to enable the County Office to monitor, address, and prevent repetitive harassing behavior in Yolo County Office of Education schools.

For additional information see:

BP and AR 1312.3 Uniform Complaint Procedures and Form

BP and AR 5145.7 Sexual Harassment

Additional information can be found on the County Office website under Superintendent and Policies at <http://www.ycoe.org>.

**(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

The Yolo County Board of Education and the Yolo County Office of Education believe that appropriate dress and grooming contribute to a productive learning environment. The County Office expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The site administrator, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and as such must be presented to the County Board for approval. The County Board shall approve the safety plan upon determining that it is necessary to protect the health and safety of the school's students.

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. Students are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for participation in school activities. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. (Education Code 32282f)

It has been determined that appropriate dress for Cesar Chavez Community School Students is the following:

1. The colors red or blue, or shades of red or blue are not permitted.
2. Undergarments must be concealed at all times. See through fabrics, halter tops, off-the-shoulder or low cut tops, undershirts or muscle shirts, torn off sleeves, bare midriffs, spaghetti straps (all straps must be a minimum of 1-1/2" wide), tube tops are all prohibited.
3. Shoes must be worn at all times.
4. Jackets and jewelry that display writing, pictures or anything that is sexually suggestive or which advocate racial, ethnic or religious prejudice or the use of drugs or alcohol are banned on campus and at any school function.

5. Beanies, hoods, and other hats of any kind shall not be worn indoors. Bandanas, scarves, hairnets, hair rags, etc. will not be allowed. Students may wear traditional head coverings in observance of their religion. (Written proof from a church leader may be required)

6. Clothing, hats, and jewelry must be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive or which advocate racial, ethnic or religious prejudice or the use of drugs or alcohol. Any accessories considered dangerous by the school staff are also banned.

7. Any clothing item having the color red, burgundy or any shade of blue is prohibited. This includes hats, jackets, skirts, shorts, pants (except all blue - blue jeans), belts, shoes or shoe laces.

8. Anything denoting membership to a gang, such as colors, clothing, hats, jewelry, accessories, school materials or manner of grooming, is prohibited.

If students cannot satisfactorily comply with the dress code with a positive attitude, parents may be called to bring the appropriate clothing. When possible, clean t-shirts will be available in the office to loan for the day. Dress code violations are documented in a student's discipline file and will affect readmission request.

Generally, students who do not follow the dress code will be referred to the school office to correct the issue, which may include changing into PE clothes, wearing a t-shirt provided by the school, or being sent home to change. Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

Our goals are to promote school safety and enhance the learning environment, while at the same time discourage distractions that inhibit learning. If a student's dress is not in accordance with this policy, any staff member may ask the student to make an appropriate correction.

For additional information, see BP and AR 5132 Dress and Grooming available on the County Office website under Superintendent and Policies at <http://www.ycoe.org>.

#### **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

County Office strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1. Educational activities that promote safety and awareness, such as:

a. Instructing students about pedestrian, bicycle, and personal safety

b. Instructing students about the health and environmental benefits of walking, bicycling, and other forms of active transport to school

2. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

a. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver and bicyclist safety campaigns

b. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or non-motorized scooters wear helmets in accordance with Vehicle Code 21212

3. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school

b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as: reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

d. Considering safe routes to school when making decisions about siting and designing of new schools

4. Evaluation to assess progress toward program goals, including:

a. Gathering and interpreting data based on indicators established by the Superintendent or designee and the County Board of Education

b. Presenting data to the Board, program partners, and the public

c. Recommending program modifications as needed

At Cesar Chavez Community School, all campus visitors must sign in and out through the front office. Campus substitutes and itinerant support personnel must also sign in and out at the office and pick up a YCOE badge.

For additional information see the following BP/ARs:

BP 5142 Safety

AR 5142.1 Identification and Reporting of Missing Children

For additional information, see the County Office website under Superintendent and Policies at <http://www.ycoe.org>.

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Component:**

Component 1: Safe Physical Environment

**Element:**

Create a physical environment that ensures school-wide safety.

**Opportunity for Improvement:**

Update the procedures and address physical environmental needs to ensure a safe school environment.

| Objectives   | Action Steps   | Resources  | Lead Person                 | Evaluation |
|--|--|--|-----------------------------|------------|
| Maintain a current Comprehensive School Safety Plan to ensure school-wide safety.  | Update safety plan annually.   | Current School Safety Plan<br>County Office Director of Support Operations Services (Matt Juchniewicz)<br>County Office Director of Student Services | Gayelynn Gerhart, Principal | 2019-2020  |
| Update procedures and communicate the school-wide safety systems to increase awareness of safety procedures for all staff and students.              | Update procedures and communicate to staff at all staff meetings, email communications, and documents such as the red emergency poster and the red/green emergency folder. Teachers are expected to review all safety procedures with their class at least twice yearly. | Current School Safety Plan<br>County Office Director of Support Operations Services (Matt Juchniewicz)<br>County Office Director of Student Services | Gayelynn Gerhart, Principal | 2019-2020  |
| Ensure student safety by practicing emergency drills with students and staff on a regular basis.   | Conduct emergency drills: Fire, Shelter in Place/Lock Down, Teacher Down, Emergency Communication at least two times a year.   | Current School Safety Plan<br>County Office Director of Support Operations Services (Matt Juchniewicz)<br>County Office Director of Student Services | Gayelynn Gerhart, Principal | 2019-2020  |
| Update and maintain acceptable levels of emergency supplies on campus to be used in case of a major disaster or shelter in place/lockdown situation. |  | Current School Safety Plan<br>County Office Director of Support Operations Services (Matt Juchniewicz)<br>County Office Director of Student Services | Gayelynn Gerhart, Principal | 2019-2020  |
| Update and maintain bell, PA, and fire alarm systems.  | Implement testing of systems at regular intervals.   | County Office Director of Support Operations Services (Matt Juchniewicz)   | Gayelynn Gerhart, Principal | 2019-2020  |

| Objectives  | Action Steps   | Resources   | Lead Person   | Evaluation |
|---|--|---|---|------------|
| Increase emergency communication to staff and parents/guardians.  | Implement emergency communication test at regular intervals.   | Current School Safety Plan<br>YCOE Communications Protocol (EOP)<br>County Office Director of Support Operations Services (Matt Juchniewicz)<br>County Office Director of Student Services<br>YCOE Superintendent (Garth Lewis) as Public Information Officer | Gayelynn Gerhart, Principal   | 2019-2020  |
| Share out emergency numbers to all staff members to be used in the event of a catastrophic event.             | Update emergency number list annually.   | Site Administrative Assistant<br>Chavez Administrators and Staff  | Gayelynn Gerhart, Principal<br>Selyna Leach, Administrative Assistant | 2019-2020  |
| Maintain minimal outside food and drink being brought onto campus to prevent contraband and/or food allergies | Updated in School Handbook annually and reviewed during new student orientation and/or at the beginning of each school year.   | Student Handbook  | Gayelynn Gerhart, Principal<br>Kaelin Souza, Counselor                | 2019-2020  |
| Closed campus   | <p>Students must remain on campus during regular school hours. Students who need to leave school must first report to the office and request permission to leave. Students must have written permission or a phone call from a parent or guardian to leave campus. All students must sign-out in the office if parent permission is granted.</p> <p>Updated in School Handbook annually and reviewed during new student orientation and/or at the beginning of each school year.</p> | Student Handbook  | Gayelynn Gerhart, Principal<br>Kaelin Souza, Counselor                | 2019-2020  |



| Objectives         | Action Steps  | Resources        | Lead Person  | Evaluation |
|--------------------|---|------------------|--|------------|
| Search and Seizure | <p>Students enrolled at an alternative education program will comply with search and seizure laws as stated in the California State Education Code, and any requests made by staff and Law Enforcement.</p> <p>Updated in School Handbook annually and reviewed during new student orientation and/or at the beginning of each school year.</p> | Student Handbook | Gayelynn Gerhart, Principal<br>Kaelin Souza, Counselor | 2019-2020  |

**Component:**

School Climate

**Element:**

Create a positive environment for learning.

**Opportunity for Improvement:**

Increase school connectedness and encourage participation in the school community. Work with stakeholders (students, staff, parents, and the community) in creating a positive learning environment that emphasizes high expectations of student conduct, responsible behavior, and respect for others.

| Objectives  | Action Steps  | Resources  | Lead Person                 | Evaluation |
|---|---|--|-----------------------------|------------|
| Increase school connectedness.  | Hold open houses, back-to-school nights, program showcase events, and community meetings that engage all stakeholders.  | Staff, parents, students, service providers, and community members | Gayelynn Gerhart, Principal | 2019-2020  |
| Increase parent communication.  | Update Chavez website and review effectiveness of current systems of communication with parents.  | Chavez webpage, teachers, counselors, and administrators           | Gayelynn Gerhart, Principal | 2019-2020  |
| Work with stakeholders in updating the LCAP for the school site.  | Establish LCAP development and feedback meetings with multiple stakeholders.  | Staff, parents, students, service providers, and community members | Gayelynn Gerhart, Principal | 2019-2020  |
| Develop practices that ensure equity for all youth.   | Contract professional development and opportunities that foster equitable practices.  | Teachers, para-educators, counselors, and administrators           | Gayelynn Gerhart, Principal | 2019-2020  |
| Increase professional learning opportunities for staff focused on academic, behavioral, and social-emotional supports for all students. | Further develop and implement professional learning for staff, including: PBIS, Reading with Relevance, Sacramento Area Youth Speakers, and Culture C.O.-O.P. | Teachers, para-educators, counselors, and administrators           | Gayelynn Gerhart, Principal | 2019-2020  |

**Component:**

Personal Characteristics of Student and Staff

**Element:**

Identify traits that administrators, teachers, and support staff bring to the school environment.

**Opportunity for Improvement:**

Ensure teachers, administrators, and other school personnel receive ongoing in-service training and professional growth opportunities to meet the changing needs of the student body.

| Objectives  | Action Steps                               | Resources  | Lead Person                 | Evaluation |
|---|--|--|-----------------------------|------------|
| Provide professional growth opportunities for teachers, administrators, and other school personnel. | Provide professional growth opportunities. | Director of Curriculum and Instruction (Deb Bruns)<br>Reading with Relevance<br>UC Davis<br>Yolo Arts<br>Culture Co-Op of Davis<br>SAYS (Sacramento Area Youth Speaks) | Gayelynn Gerhart, Principal | 2019-2020  |

## **(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

### **Cesar Chavez Community School Student Conduct Code**

#### School Rules and Expectations

##### Discipline

The most important role of discipline in the school is to create a safe and comfortable learning environment for all members of the school community. Good citizenship and appropriate behavior are expected of all students at Cesar Chavez Community School. Communication between the home and school concerning discipline matters and academic progress is paramount in creating a safe environment conducive to learning. It should be noted that, although our discipline policy affords a framework for dealing with inappropriate student behavior in a comprehensive and consistent manner, each disciplinary issue will be reviewed within the context of its unique circumstances and the educational needs of the student. Alternative means of correction are a priority. We want to help your students learn to make good decisions as well as achieve learning standards.

School administration and staff believe that all students have the right to be educated in a positive learning environment free from disruptions. Conduct is considered appropriate when students are diligent in study; careful with school property; and courteous and respectful towards their teachers, other students, administration, and staff.

##### Graffiti and Vandalism

Damaging, defacing or destroying school property is against the law. Students guilty of such acts will receive consequences to the full extent that California Education Code, California penal Code, and County Policy allows. Parents are responsible and financially liable for acts of vandalism committed by their students.

##### Disciplinary probation:

Disciplinary Probation is a condition whereby a student must fulfill specific commitments or be denied certain privileges until his/her behavior improves. A behavioral contract is a written agreement among a student, his/her parent/guardian and an administrator. The contract sets forth conditions that the student must meet for the probation period. Failure to comply with the agreement's terms may result in further disciplinary action.

##### Staff and Student Interaction:

At no time will students posture in a threatening manor, make physical contact or verbally abuse or threaten staff. Consequence for this behavior will result in immediate In School Suspension or Home Suspension and possible arrest depending on the severity of actions. Physical contact includes touching any equipment or materials in staff's possession.

##### Policy on Tobacco Products:

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision of Yolo County Office of Education employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901)

##### Profanity:

Everyone at Cesar Chavez Community School is treated respectfully. Use of profanity at school will be addressed and is unacceptable.

##### Harassment:

Cesar Chavez Community School is committed to providing an educational environment free of unlawful harassment and/or bullying. Unlawful harassment because of gender, sexual orientation, race, ancestry, physical or mental disability, age, or any other protected basis includes, but is not limited to:

Verbal conduct such as epithets, derogatory comments, slurs or unwanted sexual advances, invitations or comments.

Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures.

Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with academic performance or progress directed at a student because of gender or race or any other protected basis.

Retaliation for having reported or threatened to report harassment.

Bullying/Cyberbullying as stated below.

Students who feel they are being harassed must report to a school official immediately.

## Bullying

Cesar Chavez Community School recognizes the harmful effects of bullying on student learning and school attendance and strives to provide safe school environments that protect students from physical and emotional harm. Cesar Chavez Community School has established student safety as a high priority and will not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel as stated in Educational Code 48900(r).

Cyberbullying includes the transmission of harassing communications, direct threats, the impersonation of another person, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. The law prohibits any form of protected basis harassment that impairs the educational environment or students' emotional well-being at school (Civil Code §51.9; CA Ed. Code §212.5, §220, §231.5, §45).

Students are encouraged to notify staff when they are being bullied or suspect that another student is being victimized. In addition, Cesar Chavez Community School has developed a process for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, Cesar Chavez Community School shall notify the parents/guardians of victims and perpetrators. Cesar Chavez Community School may also involve school counselors, mental health counselors, and/or law enforcement.

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or the administration may pursue alternate placement or a referral to Independent Study, in accordance with Sutter County Superintendent of School policies and regulations.

## No Open Containers

Open containers are not allowed on Cesar Chavez Community School's campus. Students will be required to dispose of any open container upon arrival. Water is available at school drinking fountains (in every classroom and on grounds). Beverages are also available to students during break/mealtimes.

## Plagiarism/Cheating

Cesar Chavez Community School is an educational community that values personal integrity. Academic dishonesty in all its forms (coursework, exams, or other academically related activities) will not be tolerated and includes, but is not limited to, the following:

Cheating on any project, quiz, or exam.

Copying from another student or knowingly allowing another to copy.

Using unauthorized materials and/or technologies.

Claiming as one's own a paper from a paper writing service, free or otherwise.

Plagiarism: Paraphrasing material from a source without appropriate documentation.

Knowingly obtaining, possessing, providing, using, buying, selling, or soliciting, in whole or in part, the contents of an examination.

Intentionally causing a disadvantage to other students (tainting lab results, destroying another person's product, erasing another person's program, work, etc.).

Tampering and/or changing any official classroom document.

## Personal Electronics and Cell Phones

Cell phones, personal music devices and electronics can be helpful to facilitate student parent/guardian communications. It is against school policy for a student to use an electronic device during instructional time or during passing time without the explicit permission from the classroom teacher. We make every effort to discourage classroom interruptions. Violation of this policy may include having the device visible or audible during instructional time. The consequences for violating this policy are listed below and also posted in every classroom:

First offense student may pick up cell phone/electronic device from their teacher at the end of class period.

Second offense student may pick up cell phone/electronic device at the conclusion of the school day.

Third offense parent picks up cell phone/electronic device and agrees that student will not have possession of cell phone/electronic device during regular school hours. Student signs agreement acknowledging that subsequent offenses may result in suspension for defiance of school policy.

Fourth and future offenses may result in suspension.

Cesar Chavez Community School is not responsible for any lost, stolen or broken personal electronic devices.

#### Prohibited items

Other items prohibited include, but are not limited to: permanent markers, laser pointers, aerosol containers, spikes and water pistols. These items will be confiscated and will not be returned.

#### Questioning by Outside Authority

Any law enforcement agent, with appropriate identification, has the authority and right to question students while at school. Students arriving late to school may be searched by school staff or Probation staff.

#### Student Parking

Students may not go to their cars during school hours. Student parking and driving to campus is a privilege, and violations may result in disciplinary action and possible loss of on campus parking. The school and YCOE are not responsible for theft or damage to a student's vehicle or theft of the contents inside the vehicle. California Highway Patrol, Woodland Police Department and Fire Department personnel may issue citations to parked vehicles in violation of safety, handicapped and fire access codes. Any unsafe driving on or around school will result in disciplinary action.

#### Surveillance Cameras

The Superintendent or designee shall notify students, parents/guardians, and staff that surveillance may occur on an Cesar Chavez Community School campus and on any school bus and that the contents of a recording may become part of a student's permanent record and, as such, may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate. (cf. 5125 – Student Records)

#### The Role of Discipline

The most important role of discipline in the school is to create a safe and comfortable learning environment for all members of the school community. Good citizenship and appropriate behavior are expected of all students at Cesar Chavez Community School. Communication between the home and school concerning discipline matters and academic progress is paramount in creating a safe environment conducive to learning.

Students who exhibit inappropriate behavior are given consequences increasing in severity. This includes conferences and a list of Alternative Means of Correction (AMC) identified at Cesar Chavez Community School as the Progressive Discipline Plan (available upon request). Suspension from school ranges from one to five days, and continued misbehavior may result in referral back to home school or referral to an alternate school or program.

#### **Conduct Code Procedures**

At the beginning of the school year the principal or designee meets with students to review and discuss the importance of a positive school climate, the positive purposes of school discipline and restorative practices, and the importance of respectful and caring behavior. This may be accomplished through orientations, visits to individual classrooms, and the school's student handbook. The presentation includes an understanding of the school district's restorative principles, the values of respecting each individual's dignity, and of supporting healthy relationships. Students are provided examples of behaviors that support the school community's goals and those that are non-supportive.

When a more serious misbehavior or breach of community standards or relationships occurs, the principal, teacher or designee conducts an investigation. The fact-finding process includes interviewing the students involved (both those who may have caused harm and those who may have been harmed.), student and adult witnesses, collecting written or physical evidence related to the incident, and reviewing the records of the involved students. This process includes review of past incidents and other relevant information about the students involved.

In order to support students during the interview process, the principal or designee will assess the need for intervention and/or support from the student's counselor, a case manager, or the school nurse. In order to maximize instructional time, students will remain in class until the principal or designee is ready to begin the interview. Students will be told the purpose of the interview and whether the police department will be involved. In cases of more serious misbehavior, parents/guardians of the involved students are notified about the incident, the fact-finding process, and any consequences their own child receives. The County Office's commitment to student confidentiality, supported by Board Policy and State law, precludes parents/guardians from hearing the consequences that other students receive.

Administrators will do all they can to prevent any further harm to victims, but there may still be times when students feel that the fact-finding process itself is a negative consequence to them. Acknowledging their feelings and being clear about the purpose of this process can help. For example, if student victims are interviewed during their recess or privilege time, they may feel that they are being punished. If the classroom seat of the innocent or aggrieved student is moved, that student may feel s/he is being punished and unfairly treated. Staff will support the recipient(s) of harm in understanding how the process, including staff actions, supports them.

Despite strong efforts, sometimes the fact-finding process cannot be conclusive. For example, students may report very different stories about the incident, and interviews of students may or may not be reliable or appropriate. However, this does not mean that elements of the situation cannot be addressed. A restorative approach means that the County Office will do all it can to understand who has been affected, how they have been affected and will do all that it can to make things as right as possible, given each particular circumstance.

YCOE recognizes the harmful effects of bullying on student learning and school attendance and strives to provide safe school environments that protect students from physical and emotional harm. County Office employees shall establish student safety as a high priority and shall not tolerate bullying or harassment of any student for any reason. Allegations of harassment, bullying, hate crimes, or physical assaults, including the use of racial, gender or other identity-based slurs, are referred to the school administrator for investigation and response. The teacher, principal or designee will address the issues surrounding the incident with those involved and/or the class as appropriate. Restorative practices and anti-bias lessons are examples of ways to address issues with students.

#### Educating Students

Our goal is that all students are given the support they need to expand and enrich their competency in interpersonal skills, decision-making, reasoning, problem-solving and good citizenship. By using a variety of means, students are taught self-control and a respectful regard for others. Strategies include classroom presentations of concepts that are infused through their normal curriculum program, large and small group discussions, and individualized support.

Discipline responses frequently refer to counseling a student, which is a typical instructional element of all consequences. The principal/designee determines the degree and type of counseling. Counseling may include activities that successfully restore respectful relationships and/or conflict resolution/management work with the principal, counselor or psychologist. In some cases, it may be appropriate for students to participate in a staff or student-facilitated, face-to-face, restorative practice meeting. Such efforts intend to create better understanding and a positive relationship among the students. However, face-to-face mediation may not always be safe or appropriate in all situations. For example, when a student is persistently harassing others, a face-to-face session can reinforce the bullying behavior. In these types of situations, parent/guardians are consulted to determine whether a restorative meeting should occur.

#### Suspension and Alternatives to Suspension

The more clarity students have about what constitutes a breach of the community, relationships or rules, sometimes called misbehavior, and the more they understand that any misbehavior will be known and responded to in a timely way, the more likely it is that students will behave appropriately. Consistency in the application of a restorative approach to student development when they have been the cause or recipient of harm, and the taking of responsibility for the harm, is more likely to result in positive behaviors. Restorative practices will be used to help students understand the impact of their behavior on others and to provide education around the larger issues of acceptance within a diverse community.

Home suspension is a severe response that is only used when a student's behavior endangers themselves or others or the community. It is a legal declaration that the student has lost, for a maximum of five school days, his/her right to remain on a school campus. Committing an offense that could, or has caused, serious harm to others, can lead to expulsion from the district.

California Education Code dictates that alternatives to home suspension will be exhausted before a student is removed from the school environment. Since the purpose of school is to educate, students need to remain in school and in the classroom as much as possible.

#### Student Concerns

Students and/or families are strongly encouraged to communicate with teachers, staff, and administrators when they feel harassed, threatened, intimidated, or bullied by another student, or by staff. Students and/or parents should speak with school personnel, and if the issue cannot be resolved, submit a Complaint Form. The Complaint Form is available at all school offices, the County Office, or on the YCOE website. Communication is key to helping students address concerns and find resolutions with assistance from dedicated individuals at their school site.

For additional discipline information see:

BP 5144 Discipline

AR 5144.1 Suspension and Expulsion/Due Process

AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)

#### **(K) Hate Crime Reporting Procedures and Policies**

No individual student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

To the extent possible, YCOE schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, YCOE shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and/or appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of bullying, harassing, and intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, prevention and crisis counselor, social worker, child welfare attendance personnel, school nurse, or other support services personnel for case management, counseling, and/or participation in a restorative practice program as appropriate. (Education Code 48900.9)

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Corrective actions for a student who commits an act of bullying of any type on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption to the campus, may include counseling, restorative practice, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

For additional information see:

BP and AR 1312.3 Uniform Complaint Procedures

BP 5131.2 Bullying

BP and AR 5144.1 Suspension and Expulsion/Due Process BP 5145.3 Nondiscrimination/Harassment

Available on the YCOE website under Superintendent and Policies at <http://www.ycoe.org>.

### **(J) Procedures to Prepare for Active Shooters**

The Yolo County Board of Education and the Yolo County Office of Education desire students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

Dan Jacobs School is housed within Yolo County Juvenile Hall.

#### **Possession of Weapons**

YCOE/Yolo county Probation prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with law, YCOE policy, and administrative regulations.

The site administrator or designee shall notify law enforcement authorities when any student possesses a weapon without permission or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Students in YCOE Dan Jacobs School conduct drills for the staff and students safety. Lock downs are controlled by Yolo County JDF staff.

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

The County Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. County employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyber-bullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyber-bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students shall be informed, through student handbooks and other appropriate means, of county and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.



The County may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development annually, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

#### Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

#### Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

#### Discipline

Any student who engages in bullying in the pod in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

For additional information see:

BP 5131.2(a) - Bullying

BP 5145.3 - Nondiscrimination/Harassment

5145.7 - Sexual Harassment

5145.9 - Hate-Motivated Behavior

AB 2291

Available on the YCOE website under Superintendent and Policies at <http://www.ycoe.org>.

## **Safety Plan Review, Evaluation and Amendment Procedures**

YCOE recognizes that students and staff have the right to a safe and secure while in Yolo County Juvenile Detention facility where they are free from physical and psychological harm. The Board and Yolo County Probation are fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Superintendent, Principal or designee in collaboration with the Yolo County Juvenile Detention facility superintendent oversee the development of a comprehensive facility-wide safety plan that identifies major safety concerns as well as the goals and priorities for a safe facility. The plan includes violence prevention strategies and actions to be taken in the event of a crisis.

The school safety plan is reviewed, updated, and approved by the Juvenile Detention Facility Superintendent each year and must be approved by the Chief of Probation and the County Administrator each year.

## Safety Plan Appendices

## Emergency Contact Numbers

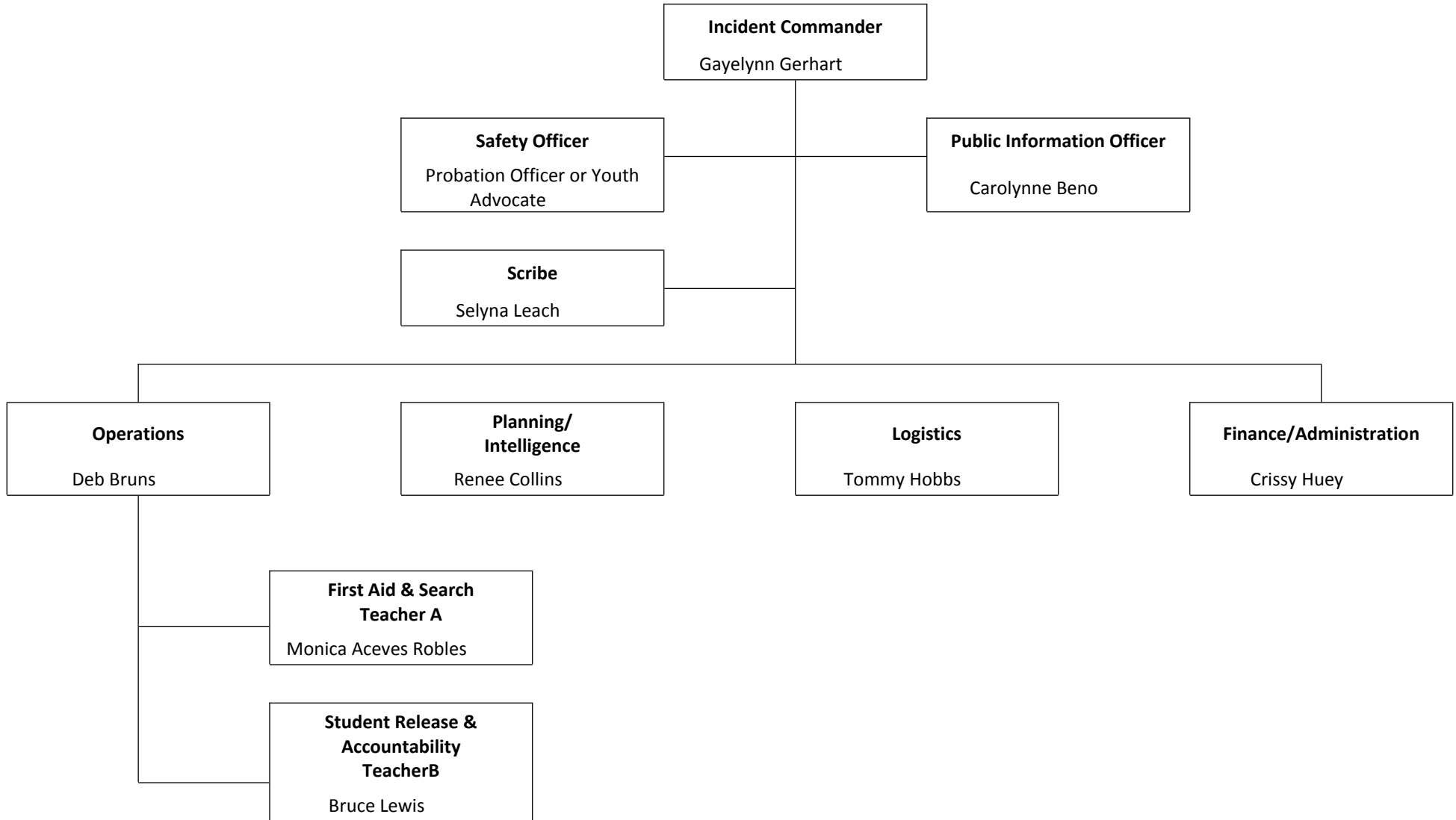
### Utilities, Responders and Communication Resources

| Type               | Vendor   | Number         | Comments                           |
|--------------------|--|----------------|------------------------------------|
| Emergency Services | Police, Fire, Ambulance                        | 911            | 530-666-6612 (non-emergency)       |
| School District    | Director of SOS                                | 530-668-3708   |                                    |
| School District    | Director of Student Services                   | 530-668-3776   |                                    |
| School District    | YCOE Emergency Line                            | 530-405-7265   |                                    |
| Public Utilities   | PG&E Emergency                                 | 1-800-743-5000 | 1-800-743-5002 (to report outages) |
| School District    | Superintendent's Office                        | 530-668-3702   |                                    |
| School District    | Educational Services Office                    | 530-668-3770   |                                    |
| School District    | Public Information Officer                     | 707-474-2927   |                                    |
| Emergency Services | Poison Control                                 | 800-342-9293   |                                    |
| Other              | Superintendent of Yolo<br>County Juvenile Hall | 530-406-5383   |                                    |

**Safety Plan Review, Evaluation and Amendment Procedures**

| <b>Activity Description</b><br>(i.e. review steps, meetings conducted, approvals, etc)       | <b>Date and Time</b>   | <b>Attached Document</b><br>(description and location)  |
|--|--|---|
| School Safety Committee to review plan, solicit input from staff                             | September 4, 2019  | Copy of current year's Comprehensive Safety Plan is available in the main office.   |
| Staff Safety Drills  | September 18, 2019   | Discuss Changes to Safety Plan with Staff   |
| Conduct Safety Drills, Participate in the National Earthquake Drill.                         | October 2, 2019 and December 4, 2019   | Campus-wide drills  |
| Debrief Safety Drills with staff (solicit parent and student input)                          | October 28 - November 1, 2019 and during weekly Wednesday staff meetings at 2:00 pm. | Debrief after each drill; communication with staff members, and weekly safety meetings with the safety team (campus supervisors, site safety coordinator, SRO, Admin, and district safety liaison). |
| School Site Council Meeting to discuss and approve safety plan (must be approved by March 1) | October 17, 2019 at 3:30 pm  | Chavez Room 1   |
| Board Meeting to approve safety plan   | May/June 2020  |   |

**Cesar Chavez Community School Incident Command System**



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

If a staff member becomes aware of a crisis, it is very important that this information is communicated with the school office immediately. In an emergency it is important to set up an Incident Command Center to coordinate communication and facilitate implementing emergency procedures and coordination of emergency services. In most cases, the school office will call 911 when emergency services are required. It is important that all details known regarding an emergency are communicated calmly and clearly to the Incident Commander or designee.

NOTE: In cases of extreme danger it is not necessary to wait for the principal or designee to call for help. The first person to view the danger can call 8-911 from a classroom phone, and then alert the office by phone or radio.

### Step Two: Identify the Level of Emergency

Following the identification of the emergency, the Incident Commander will determine the level of emergency and verify that 911 has been called (if necessary).

Level 1 (Minor): Medical incident

Level 2 (Moderate): Fire, Flood, Hazardous Materials and illness outbreak at school

Level 3 (Major): Assault/shooter on campus, flood, fire, earthquake, dam failure and pandemic flu

### Step Three: Determine the Immediate Response Action

The initial response by staff and students to an emergency will ALMOST ALWAYS include one or more of these five responses:

1. EVACUATION: The signal is the fire alarm.

(Maybe used for fire, gas leak, chemical leak in the lab, etc.)

Student Response:

Leave belongings in room (unless medications are needed)

Move calmly to evacuation location #1

Stay with your class at all times for roll call

Staff Response:

Take Staff Handbook binder, cell phone, keys

Proceed immediately to the evacuation area

Take attendance (hold red card overhead if missing/extra students)

Keep students near you in assigned area

Return to the building via instructions from the administrator or emergency official

2. LOCKDOWN: Signal is the bell or public address system.

(Maybe used for explosions, violent intruder, gunfire, etc.) DO NOT LET ANYONE IN OR OUT OF THE ROOM

Student Response:

If indoors or can get indoors quickly,

Turn out lights

Help teacher lock door (or move furniture to block door if door unable to lock)

Move away from windows and down onto the floor

Find shelter behind or under furniture (tables, chairs)

Stay calm and be patient and keep quiet

Open the Emergency Backpack if needed

No cell phone usage unless given permission by an adult

If outdoors and away from the school:

Go quickly to a safe place, then move to evacuation site #2

Go quickly to a safe place, then move to evacuation site #2

Staff Response:

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If indoors or can get indoors quickly,  
Gather students rapidly, and lock all doors  
If the door cannot lock, barricade the door with furniture  
Close windows, curtains, and blinds  
Move away from windows and down onto the floor  
Consider moving students to more interior spaces or escaping through back door if possible  
Take attendance and give Incident Commander the names of missing or extra students  
If outdoors and away from the school,  
Escort students to evacuation site #2 and keep contained  
Take roll and alert incident commander of students with you  
Release students only to parents (check ID) or authorities

### 3. SHELTER IN PLACE: Signal is the bell and public address system (Maybe used for Bomb Threat, Severe Weather, Animal Disturbance, Disorderly Conduct, etc) DO NOT ALLOW ANYONE IN OR OUT OF THE ROOM

#### Student response:

If indoors or can get indoors quickly,  
Help teacher lock doors and close windows, curtains/blinds  
Move away from windows  
Stay calm and be quiet  
No cell phone usage unless given permission by an adult  
If outdoors and not near the school building,  
Go to evacuation site #1 or #2  
Wait for school people or police to meet you and give instructions

#### Staff response:

If indoors or can get indoors quickly,  
Lock all doors  
Close windows, curtains, and blinds  
Move students away from windows  
Take attendance and give the office the names of missing or extra students  
Can continue instruction if directed by Incident Commander  
If outdoors and not near a school building,  
Escort students to evacuation site #1 or #2 and keep students near you  
Take roll and give office names of students with you  
Release students only to parents (check ID) or authorities

### 4. EARTHQUAKE/TORNADO: Signal is the bell or public address system

#### Student response:

If indoors,  
Duck under desk/table and cover head and neck with hands  
Stay away from windows or furniture that can fall over  
If outdoors,  
Earthquake: Drop to ground away from buildings, trees, and power lines and stay put  
Tornado: Move indoors if possible; stay out of vehicles and lie down in a ditch or low area

#### Staff response:

If indoors,  
Duck under desk/table and cover head and neck with hands  
Close drapes and blinds  
Direct students away from windows or furniture that can fall over  
If outdoors,  
Earthquake: Drop to the ground away from buildings, trees, and power lines; maintain a position for aftershocks  
Tornado: Move indoors if possible; stay out of vehicles and lie down in a ditch or low depression area

### 5. TEACHER DOWN or MEDICAL EMERGENCY:

#### Student response:

If the teacher is unable to provide direction,

One student calls 8-911 from the classroom phone  
One student runs to the next room for help  
One student runs to the office to get help  
One student calls the office  
When an adult arrives,  
Stay calm and do not distract staff during an emergency  
Stay clear of the area  
Staff response:  
Practice with students so they will know what to do  
If you are the down teacher  
If you need to leave to respond to an emergency  
If you are assisting in a medical emergency:  
Verify that 8-911 and the office has been called  
Assist victim until emergency responders arrive, or  
Assist with campus supervision  
Help clear path for medical personnel and emergency vehicles

**Step Four: Communicate the Appropriate Response Action**

After calling 911 but before local emergency (police/fire) personnel arrives the Incident Commander (Principal or Designee) will:  
Set up a command post  
Contact First Responders  
Assign duties, determine the need for resources  
Using a site map, identify the location of emergency and staging area  
Notify appropriate School District officials (Director of Student Services and District Safety Coordinator)  
Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution on that same day, if possible  
If the crisis is chemical or biological in nature, and evacuation is required, direct students to an uphill site  
If evacuation is necessary, take the emergency plan, whole school roster, student medication binder, student medications, radio and bull horn (if available)

Appropriate actions and response procedures are communicated to staff and individuals using the Site Crisis Team roster and job descriptions, and by following the instructions listed in the RED safety folders that are placed in every classroom and workspace.

In addition to information regarding procedures during EVACUATION, LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO, OR TEACHER DOWN/MEDICAL EMERGENCY, the following information is printed on the inside of the RED safety folders:

**EMERGENCY RESPONSE PHONE NUMBERS**

Emergency: 8-911 from the school phone  
District Safety Coordinator  
District 24 hr. Emergency:

EVACUATION SITES #1 and #2 are listed in each classroom

**INSTRUCTIONS FOR USE OF THE GREEN AND RED SIDE OF THE EMERGENCY FOLDER**

The green and red cards are used to indicate if all students on the teacher's roster are accounted for, if someone is missing from the class, or if someone needs medical attention.

A green card is used to indicate all students on the roster are accounted for and no medical attention is needed

A red card is used to indicate all one or more student is missing from the roster or someone needs medical attention

Evacuation: Hold up the card showing the appropriate color until acknowledged by a crisis team member

## COMMUNICATION INSTRUCTIONS DURING AN EMERGENCY

Try to keep phone and email lines free except to communicate with emergency services

Wait for instructions

Instructions may come via landlines, email or cell phone

Look on District's social media site for real-time updates

Ask students to not use cell phones unless authorized by Emergency Responders

If cell phone use has not been prohibited, do your best to control the message

Remind students that we are prepared for an emergency

Explain that the Police and Fire Departments are in charge

Ask parents to go to the District website or District social media page for information

## ROLES/EXPECTATIONS OF ADULTS, STUDENTS, AND EMERGENCY RESPONDERS

### Adults

#### STAY CALM

Notify emergency services by any available method

Notify adults who can assist

Remove/protect students

Assist students with injuries/immediate needs

State your expectations to students and subordinates

Follow instructions from emergency personnel (Firefighters, Police, EMT's)

### Students

#### STAY CALM AND PATIENT

Assist adults

Comply with emergency service providers' instructions

Respect each other

### Emergency Personnel

Take control upon arrival

Keep school leaders informed

Call for all services needed

Allow school leaders to assist with parents and students

### Classroom Management during Emergencies

Students will display a range of emotions. Respond by:

Tell them that you are prepared to take care of them

Validate their feelings; it is okay to be scared

Remind them that they have practiced many times for emergencies

Assure them that strong, smart people are helping

### Other Considerations:

SEVERE HEALTH ISSUES: should be noted in the Student Medical Binder emergency folder

TOILET: set up the yellow emergency bucket

FOOD: children may have to share any that is available

PROVIDE COMFORT: Use jackets/extra clothes to make a comfortable resting area. Let students group with their friends for support.

STAYING CONNECTED: Use the buddy system

COMMUNICATION: Staff cell phones/computers can be used if working; students may text if given permission from the staff

## RELEASE OF STUDENTS AFTER A LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO, or EVACUATION

### Elementary

From LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

Parents may be allowed to come to the classroom where the teacher would recognize parents/guardians  
Students may be moved from classrooms in groups to a meeting place where adults can identify themselves

From EVACUATION SITE:

Law enforcement may move small groups to a reunification site where ID's can be checked  
Parents may be allowed to find their child

Secondary

From LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

Students may be sent by alpha order to separate locations for reunification  
Students may be released by the classroom to a designated area

From EVACUATION SITE:

Law enforcement may move small groups to a reunification site where ID's can be checked  
Parents may be allowed to find their child

The following information is placed inside the RED safety folders and must be updated regularly:

CLASS ROSTERS

Elementary: each teacher must put the class roster for their room in the folder (update if any changes to class roster)

Secondary: each teacher must put the class rosters for each period that meets in their room in the folder (update each quarter)

SCHOOL CRISIS TEAM ROSTER AND INCIDENT PHONE TREE (updated yearly)

SITE EVACUATION MAP INDICATING EVACUATION SITE #1 AND SITE #2 (updated yearly)

TRAUMA FAST ACTION CARD

Provides basic first aid information

YCOE EMERGENCY PHONE NUMBERS (County Office will update yearly)

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

SHELTER IN PLACE should be used as the initial action but this may be followed by instructions to EVACUATE the building.

School Incident Commander will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Contact site's First Responders

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means

If necessary, initiate Student Release procedures

Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Teachers are given the "All Clear" or other instructions

### **Animal Disturbance**

SHELTER IN PLACE should be the initial action to an animal threat on campus (bees, dogs, etc).

School Incident Commander will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Contact site's First Responders

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution on that same day

If necessary, initiate Student Release procedures

Prepare incident status report for emergency response personnel if needed

Be prepared to assist with building access for emergency responders

Be prepared to shut down all HVAC systems to stop outside air intrusion

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Teachers are given the "All Clear" or other instructions

### **Armed Assault on Campus**

A. Administrator (Office)

1. Activate full lockdown procedures using any available method

2. Call 911 and provide all known information including the following:

a. Location and number of assailants

b. Description of assailants and any available weapon information

c. Actions you are taking or have taken

d. Known injuries to staff and/or students and locations of such

3. Stay in contact with 911 if possible and safe to do so

4. If active shooter/lethal assailant is inside the school, evacuate immediate staff and others if safe to do so, and order all persons on the exterior to move a safe distance from the campus.

5. If fleeing or evacuating is not possible or if it increases the risk of serious injury or death, barricade an inner office, turn off lights, stay silent to the degree possible, and await help.
6. If active shooter/lethal assailant is outside the school, secure all interior and exterior doors. Order all persons inside the school to take shelter in a room that can be secured and remain concealed until told otherwise by law enforcement.
7. If loss of life appears imminent at any time, consider attempting to neutralize the suspect using any available means, but only as a last resort.

#### B. Staff (Inside School)

1. If in contact with administrator or designee, follow instructions
2. Lockdown the classroom by doing the following:
  - a. Lock all doors including those connecting to adjacent rooms
  - b. If doors cannot lock, barricade the door with furniture
  - c. Close windows, curtains, blinds
  - d. Turn out lights
  - e. Move all students away from windows and down onto the floor
  - f. Seek shelter behind or under whatever is available
  - g. Consider moving students to more interior spaces or escaping through a backdoor if possible
  - h. Maintain silence to the degree possible
  - i. If possible, take attendance and give administrator the names of missing or extra students
3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, barricade the doorway using any available objects.
4. If it appears an active shooter/lethal assailant may gain access to the classroom or if evacuating students will increase the chance of survival, use any available and direct alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.
5. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

#### C. Staff (Outside School)

1. If in contact with administrator or designee, follow instructions
2. If threat is believed to be on the exterior, staff should evaluate and choose the best of the two available response options:
  - a. Enter the closest available building, ensure exterior door is secure and if not an interior room, move to one if available.  
Lock all doors including those connecting to adjacent rooms  
If doors cannot lock, barricade the door with furniture  
Close windows, curtains, blinds  
Turn out lights  
Move all students away from windows and down onto the floor  
Seek shelter behind or under whatever is available  
Consider moving students to more interior spaces or escaping through a backdoor if possible  
Maintain silence to the degree possible  
If possible, take attendance and give administrator the names of missing or extra students
  - b. Flee the immediate area using cover and concealment as you move. If moving students away from the danger, give loud and direct instructions to assist in their own protection.  
Evaluate the need to move further from the threat in order to increase safety.  
Maintain custody of students to the degree possible  
When practical and safe to do so, contact 911 for instructions and to provide information on the threat.

3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, barricade the doorway using any available objects.
4. If it appears an active shooter/lethal assailant may gain access to the location where you have sought shelter, use any available and direct alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.
5. If an active shooter/lethal assailant gains access to your location and loss of life appears imminent, take whatever action is believed necessary to neutralize the assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

### **Biological or Chemical Release**

EVACUATION should be the initial action to a hazardous material release

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

#### **ON-CAMPUS RELEASES WITHIN A BUILDING:**

The School Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.

- If possible, exterior doors should be closed (but not locked), and air moving systems shut down as the building is evacuated
- If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building

The School Incident Commander should initiate a SHELTER-IN-PLACE action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.

The School Incident Commander (or designee) will call 911 and:

- Describe the nature of the emergency and actions being taken to safeguard students and staff
- Provide the exact location of the problem
- Advise of the location of the School Incident Command Post upwind and out of the immediate danger area
- Contact site's First Responders
- Direct staff to secure the area around the chemical spill
- Confirm with First Responders that roll has been taken of those evacuated and that all students are accounted for
- Notify appropriate School District officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:

- Could a Search and Rescue Group safely look for missing students?
- Should other buildings be evacuated?
- Should evacuees be moved to a safer indoor location and SHELTER-IN-PLACE?
- Are any evacuees contaminated, and should they be separated from others?
- Can First-Aid be started on injured persons without contaminating others?
- Should an Off-Campus EVACUATION be started?

The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff

- Staff will implement EVACUATION or SHELTER-IN-PLACE procedures as directed

#### ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS

The most appropriate initial action for this type of release is SHELTER-IN-PLACE action and ensure all students and staff outside buildings are quickly moved indoors.

- The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors, and turn off fans and air conditioners by shutting off the electrical power in the classroom.

The School Incident Commander (or designee) will call 911 and:

- Describe the nature of the emergency and actions being taken to safeguard students and staff
- Provide the exact location of the problem
- Advise of the location of the School Incident Command Post
- School Incident Commander will initiate immediate SHELTER-IN-PLACE
- Notify appropriate School District officials if needed (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution
- Should consider initiating an immediate parent notification, but parents should NOT come to the school and risk being exposed to the chemical release
- Will ensure that any buses en-route to the school with students are re-directed to the school's off-campus evacuation site to await further instructions

School will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action which could be:

- Continue SHELTER-IN-PLACE
- Notify parents and initiate Student Release procedures
- Initiate an immediate "Off-Campus EVACUATION" procedure
- Issue an "ALL CLEAR" signal and resume normal school operations

#### Bomb Threat/ Threat Of Violence

Since most bomb threats are hoaxes the best first response is to shelter in place.

Person receiving call should:

1. Remain calm
2. Listen – Do not interrupt caller. Keep caller on the phone as long as possible. (see bomb threat check list on back)
3. If possible, write a note to a colleague to alert the Site administrator and call 911 or, as soon as the caller hangs up, immediately notify them yourself.
4. If your phone has a display, copy the number on the window display.
5. Complete bomb threat checklist immediately. Write down as much detail as you can remember. Try to get exact words.
6. Immediately upon termination of the call, contact 911 with information and await instructions.

Administrator or designee:

1. Call for a Shelter in Place until police arrive and evaluate the threat



2. Notify: District Safety Coordinator, Director of Student Services, and Superintendent's office
3. Do not use two-way radios or cellular phone, or activate the fire alarm
4. Do not touch or move a suspicious package
5. Responding police will evaluate the threat and determine whether to evacuate the building or institute a search while students and staff Shelter in Place
6. If police call for evacuation, move students and staff to evacuation site #2

### **Bomb Threat/ Threat Of violence**

Since most bomb threats are hoaxes the best first response is to shelter in place.

Person receiving call should:

1. Remain calm
2. Listen – Do not interrupt caller. Keep caller on the phone as long as possible.
3. If possible, write a note to a colleague to alert the Site administrator and call 911 or, as soon as the caller hangs up, immediately notify them yourself.
4. If your phone has a display, copy the number on the window display.
5. Complete bomb threat checklist immediately. Write down as much detail as you can remember. Try to get exact words.
6. Immediately upon termination of the call, contact 911 with information and await instructions.

Administrator or designee:

1. Call for a Shelter in Place until police arrive and evaluate the threat
2. Notify: District Safety Coordinator, Director of Student Services, and Superintendent's office
3. Do not use two-way radios or cellular phone, or activate the fire alarm
4. Do not touch or move a suspicious package
5. Responding police will evaluate the threat and determine whether to evacuate the building or institute a search while students and staff Shelter in Place
6. If police call for evacuation, move students and staff to evacuation site #2

This action is taken after the decision is made that it is unsafe to remain inside the building. If full or partial evacuation is ordered, initiate and direct evacuation operations according to the following guidelines:

Contact WJUSD Transportation Department at 406-5980 and the Yolo County Office of Education - EOC and advise them of your transportation requirements if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

1. Close windows and doors. Lock doors.
2. Take safety binder and roll book.
3. Lead students to your assigned area (see map) in a silent, single or double file line. If you have an aide, have him/her bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.
5. At destination, move on to side walk.
6. Line up with teacher at front of line. Keep everyone calm, silent, and in single/double file line.
7. Take attendance.
8. Hold up a green card if everything is okay and no one is missing or hurt. Hold up the red card if help is needed.
  - o ONLY if someone is missing, fill out Teacher/Staff Report Form (green). Hold up your red card, and a staff member will be over to assist and collect your Report Form.
9. Please continue to have your students lined up and silent; please model for them.
10. For dismissal, each teacher/class will be dismissed individually beginning with the outer groups. Please continue in a silent, single/double file line.
11. Contact the Yolo County Office of Education Office EOC once the staff and students have moved off of site (if necessary) and have been accounted for.

## **Bus Disaster**

YCOE does not operate bus services, but it does operate 10-passenger vans.

School Incident Commander (Principal or designee) will:

Dispatch a school representative to the accident location

Notify appropriate YCOE officials (Director of Student Services and Director of Support Operations Services)

Ensure any special health information or medication for any injured student is sent to the hospital

Make parent notifications (County Office can assist)

School representative at the scene will:

Assess level of support needed and convey this to the School Incident Commander

Report to School Incident Commander the names of student passengers, their conditions, and location(s) where injured were taken

District Office will:

Work with Site to arrange that YCOE or site official(s) are available to meet injured student(s)/staff at the hospital

Alert Prevention and Crisis Managers who can assess counseling needs of victim(s) or witness(s) and implement postvention crisis plan procedures

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

### **Death and/or Mass Casualty**

Any traumatic death or mass casualty incident requires a coordinated approach between the the Site crisis team, the Site staff and the County Office. Every member of the site crisis team will have comprehensive instructions located in their Red Emergency Binder and also at the site office.

### **First 24 Hours**

After the team members have been alerted to the crisis by the school administrator, they meet before the opening of school to address the following tasks:

Review crisis plan

Review role-specific tasks

Consider substitute coverage for certain team members

Gather information about the deceased from accurate sources

Contact other schools in the district about the death

Begin identification of potentially vulnerable students

Arrange for team members to follow the class schedule of the deceased

Determine level of information exposure of students and staff

Create scripts for dissemination of information to all members of the school community

Determine number and location of care stations for students

With administrator, set agenda for staff meeting

Contact appropriate community support resources

Make a plan for contacting the family of the deceased

Arrange to remove the student's belongings from locker and desk

Implement the procedure for responding to impromptu student memorials

Schedule optional staff debriefing at the end of the school day

Debrief team at the end of the school day

### **48 to 72 Hours**

Assist school in returning to regular routine

Continue to reach out and provide support to the most affected staff, staff, and students

Contact all absentees to determine if their absence is related to the death

Continue care stations as needed

Monitor student Web tributes

Update staff on postvention activities

Review the process for identifying vulnerable students  
Prepare the school community for funeral activities  
Debrief and document

**Postvention Responses to Avoid:**

Ignoring the impact of the death and conducting the entire school day in a "business as usual" fashion  
Dismissing school early so students can grieve in the privacy of their often unsupervised homes  
Announcing the death via an impersonal public address system  
Announcing the death in a large venue like the auditorium where student emotionality can become contagious  
Assuming every member of the school community will react to the death rather than providing support on an as needed basis  
Allowing students to leave the school campus without parental accompaniment/permission  
Closing the school for the funeral  
Encouraging student memorials, which can romanticize the deceased and create a contagion risk

**Disorderly Conduct**

SHELTER IN PLACE should be the initial action to disorderly conduct.

**School Incident Commander will:**

- Determine the level of response required for the incident (call 911)
- Establish an Incident Command Post (ICP)
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- If necessary, contact site's First Responders
- If necessary, initiate student release procedures
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders

**Action is rescinded when:**

- It is deemed safe by the Incident Commander (Principal or other official)
- Staff is given the "All Clear" or other instructions

**Earthquake**

Earthquake/Tornado Response (Shelter in Place with duck and cover) should be the initial action to an earthquake/tornado. However, evacuation may need to occur if there is concern that the building is damaged. Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings and injuries. A tornado or other severe weather does often come with some warning and all students and staff should try to get indoors if possible.

**School Incident Commander will:**

- If necessary, call 911 to report damage and/or injuries
- If necessary, contact site's First Responders
- If necessary, after the shaking stops, initiate an EVACUATE BUILDING alert
- Notify appropriate School District officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- If necessary, initiate parent notification and Student Release procedures
- If necessary, establish an Incident Command post
- Be prepared to assist with building access for emergency responders
- Consider need to dismiss school due to power loss, building damage or other factors
- As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy

## **Explosion or Risk Of Explosion**

EVACUATION should be the initial action to an explosion or risk of explosion.

Fire, explosion, and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons.

School Incident Commander will:

- Determine the level of response required for the incident
- Call 911 and describe the current situation, including damage and estimated number of injured
- Describe the best access for emergency responders (driveway/gate) and be prepared to assist
- If possible, remain online to provide updates
- Ensure fire alarm has been sounded
- If needed, announce changes in EVACUATION routes due to incident location
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- Meet arriving fire and police personnel
- If necessary, initiate Student Release procedures
- Prepare an incident status report for emergency response personnel if needed

This action is taken after the decision is made that it is unsafe to remain inside the building. If full or partial evacuation is ordered, initiate and direct evacuation operations according to the following guidelines:

Contact WJUSD Transportation Department at 530-406-5980 and the Yolo County Office of Education - EOC and advise them of your transportation requirements if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

1. Close windows and doors. Lock doors.
2. Take Staff Handbook binder and attendance roster.
3. Lead students to your assigned area (see map) in a silent, single or double file line. If you have an aide, have him/her bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.
5. At destination, move on to side walk.
6. Line up with teacher at front of line. Keep everyone calm, silent, and in single/double file line.
7. Take attendance.
8. Hold up a green card if everything is okay and no one is missing or hurt. Hold up the red card if help is needed.
  - o ONLY if someone is missing, fill out Teacher/Staff Report Form (green). Hold up your red card, and a staff member will be over to assist and collect your Report Form.
9. Please continue to have your students lined up and silent; please model for them.
10. For dismissal, each teacher/class will be dismissed individually beginning with the outer groups. Please continue in a silent, single/double file line.

11. Contact the Yolo County Office of Education Office EOC once the staff and students have moved off of site (if necessary) and have been accounted for

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Staff is given the "All Clear" or other instructions

### **Fire in Surrounding Area**

SHELTER-IN-PLACE should be the initial action to a fire in surrounding area.

School Incident Commander will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Contact site's First Responders

Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

Prepare incident status report for emergency response personnel if needed

Be prepared to EVACUATE if ordered to by emergency responders

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Staff is given the "All Clear" or other instructions

Continue to communicate with County Office who will be monitoring air quality for participation in P.E. and other outdoor activities

### **Fire on School Grounds**

EVACUATION should be the initial action to a fire on school grounds.

SIGNAL: Smoke, flames, or fire alarm.

Cesar Chavez Community School has identified in priority 1) Harris Park, 2) Greengate parking lot, 3) CommuniCare parking lot. These locations should be in reasonably close proximity to the school. The locations should also be on different sides of the building or property.

EVACUATE:

Contact Principal and the Yolo County Office of Education - EOC where the student population will be going. Advise them of your transportation requirements, if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

Contact WJUSD Transportation Department at 406-5980 and the Yolo County Office of Education Office - EOC and advise them of your transportation requirements if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

Staff will:

1. Close windows and doors. Lock doors.
2. Take staff handbook binder and attendance roster
3. Lead students to your assigned area (see map) in a silent, single, or double-file line. If you have an aide, have him/her bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.

5. At the destination, move on to the sidewalk.
6. Line up with the teacher in front of the line. Keep everyone calm, silent, and in a single/double-file line.
7. Take attendance.
8. Hold up a green card if everything is okay and no one is missing or hurt. Hold up the red card if help is needed.
  - a. ONLY if someone is missing, fill out Teacher/Staff Report Form (green). Hold up your red card, and a staff member will be over to assist and collect your Report Form.
9. Please continue to have your students lined up and silent; please model for them.
10. For dismissal, each teacher/class will be dismissed individually beginning with the outer groups. Please continue in a silent, single/double file line.

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- Prepare an incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or another official)
- Staff is given the "All Clear" or other instructions

## **Flooding**

SHELTER-IN-PLACE should be the initial action in the event of flooding.

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- If necessary, initiate Student Release procedures
- Prepare incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders
- Be prepared to shut down all HVAC systems

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Staff is given the "All Clear" or other instructions

## **SEVERE WEATHER PROCEDURE**

For the purposes of this procedure "Severe Weather" is defined as a severe windstorm, tornado, hail storm, lightning storm or other

weather event that could result in damage to school facilities or injuries to students or staff.

If a "Severe Weather Watch" has been issued by the National Weather Services:

- Monitor NOAA Weather Stations (National Weather Services, Weather Channel, etc.)
- Bring all persons inside buildings
- Be prepared to move students from mobile classrooms into permanent buildings
- Close facility doors, windows and blinds or curtains
- Severe weather safe areas are under desks, in hallways and interior rooms away from windows
- Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows

If a "Severe Weather Warning" has been issued in the school area, or if severe weather is being observed at or near the school:

- School Incident Commander will initiate a SHELTER IN PLACE
- School Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to release

After passage of the storm:

- School Incident Commander will deploy staff to do a preliminary damage assessment of campus buildings and facilities to identify issues that need to be immediately addressed before students and staff are released to move about.
- Based on this assessment the School Incident Commander will either continue the SHELTER IN PLACE, give the "All Clear" signal and resume normal school operations, or initiate the "Off-Campus EVACUATION" procedure

### **Loss or Failure Of Utilities**

Loss of electricity is the most common utility problem. However, a loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

#### **LOSS OF UTILITIES**

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and although inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last. When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

#### **UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS**

Utility failure or damage on campus can pose serious threats to students and staff:

Gas leaks may require only a spark to set off an explosion

A broken water pipe may cause extensive flood damage to buildings and property

Electrical failures cause disruption of needed heating, ventilation, and air conditioning

Electrical failure may also result in loss of well water and sewage disposal

Broken electrical lines or components may pose a shock hazard to staff or students

The initial response to any problem with utility systems on campus is to CALL SUPPORT OPERATIONS SYSTEMS IMMEDIATELY and they will try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus. The head custodian also knows how to shut off gas/water for the entire campus. The school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response binder.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. The School Incident Commander and other key school personnel must know how to shut off the gas in the event of an emergency.

## UTILITY LOSS OR DAMAGE EMERGENCY PROCEDURES

### Gas Leak - Indoor:

Upon detecting gas odor, staff shall initiate EVACUATION of the affected building  
If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark  
DO NOT turn off lights or other electrical equipment which may cause a spark  
Leave doors open to provide ventilation of the building  
Turn off HVAC system to entire campus  
The School Incident Commander will call 911:  
Give location of gas leak - what building and what's leaking, if known  
Describe best UPWIND access point for emergency responders (driveways/gates)  
Request 911 operator to call Gas Company since they have rapid access  
Indicate that EVACUATION is underway and stay on the line to provide updates  
Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)  
Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means  
Determine whether to evacuate other buildings since SHELTER IN PLACE may be appropriate if the leak is small and contained to another building  
Do not reenter the affected building(s) until fire or utility officials say it is safe

### Gas Leak - Outdoor:

Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area  
Move everyone UPWIND, at least 100 feet (more if leak is major)  
Post staff to prevent entry to the area (including vehicles)  
If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark  
DO NOT turn off lights or other electrical equipment which may cause a spark  
Leave doors open to provide ventilation of the building  
Turn off HVAC system to entire campus  
The School Incident Commander will call 911:  
Give location of gas leak - what building and what's leaking, if known  
Describe best UPWIND access point for emergency responders (driveways/gates)  
Request 911 operator to call Gas Company since they have rapid access  
Indicate that EVACUATION is underway and stay on the line to provide updates  
Determine whether to evacuate buildings since SHELTER IN PLACE may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and upwind of leak  
Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)  
Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means  
Do not reenter the affected building(s) until fire or utility officials say it is safe

### Electrical System Damage or Failure:

If there is smoke or threat of fire EVACUATE the building(s)  
Close, but do not lock doors  
Notify the School office/Incident Commander  
The School Incident Commander will call 911:  
Give location and nature of the electrical problem  
Describe best access point for emergency responders (driveways/gates)  
Request 911 operator to call Electrical Company since they have rapid access  
Indicate if EVACUATION is underway and stay on the line to provide updates  
Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)  
Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means  
Direct staff to attempt to shut down electrical at main shut-off or building shut-off  
Do not reenter the affected building(s) until fire or utility officials say it is safe



If problem is outdoors, School Incident Commander will be responsible for shutting down power and calling an electrician. If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

**Water/Sewer Line Break:**

If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building and notify the School Office/School Incident Commander.

The School Incident Commander will:

Direct staff to attempt to shut down water at main shut-off or building shut-off

Assess situation and determine if EVACUATION is needed-

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means

Work with Maintenance and Operations to have the water/sewage removed

Do not allow anyone to reenter the buildings(s) until fire, utilities, or Maintenance and Operations say it is safe

If problem is outdoors, direct staff to isolate the area and stand watch until the leak is shut down

**Motor Vehicle Crash**

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER-IN-PLACE, or EVACUATION as needed.

**Psychological Trauma**

In case of psychological trauma, the situation would be evaluated and then the appropriate steps would follow. A counselor should be involved in the initial assessment and then additional counselors will be involved as needed. All counselors, nurses, and psychologists are trained to do Risk Assessments to determine the level of threat of self-harm.

**Suspected Contamination of Food or Water**

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER-IN-PLACE, or EVACUATION as needed.

**Tactical Responses to Criminal Incidents**

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER-IN-PLACE, or EVACUATION as needed.

**Unlawful Demonstration or Walkout**

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER-IN-PLACE, or EVACUATION as needed.

## Emergency Evacuation Map

### 5. 3. Williams Quarterly Report on Yolo County Schools in Decile 1-3 Third Quarter

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#### Description

Transmittal and Quarterly report is attached.

#### Supporting Documents



[19-20 -Williams Third Quarter Report Transmittal \(2\).pdf](#)



[YCBE 3rd Quarter Letter 19-20.pdf](#)

#### Contact Person

Deb Bruns, Director, Curriculum and Instruction will present this item.

**YOLO COUNTY BOARD OF EDUCATION  
Letter of Transmittal to County Board  
From the Superintendent**

|  |   |
|--|---|
| <b>SUBJECT:</b> Williams Quarterly Report on Yolo County Schools in Decile 1-3 Covering the Months of January, February & March 2020 | <b>AGENDA ITEM #:</b>   |
| <b>PER:</b> <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST                                 | <b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| <b>FOR BOARD:</b> <input type="checkbox"/> ACTION <input checked="" type="checkbox"/> INFORMATION                                    | <b>RESEARCH &amp; PREPARATION BY:</b><br><br>Deborah Bruns                              |
| <b><u>BACKGROUND:</u></b>  | <b>DATE:</b> May 1, 2020  |

Each year the County Superintendent of Schools must prepare quarterly reports for County Boards of Education that reflect the results of visits to the Decile 1-3 schools in the county, as a result of the Williams Settlement per California Education Code 1240.

Please refer to the attached letter and accompanying documents.

Three districts in Yolo County are in Decile 1-3: Washington USD, Winters JUSD, and Woodland JUSD.

Davis JUSD and Esparto USD are not in Decile 1-3 but are included in the Uniform Complaints section of the report.

**RECOMMENDATION/COMMENTS:** For information.

***Williams Quarterly Report for Three Required Areas and  
Optional Reporting of Uniform Complaints  
Quarter of January, February and March 2020***

May 1, 2020

Carol Souza Cole, President  
Matt Taylor, Vice President  
Shelton B. Yip  
Tico Zendejas  
Melissa Moreno

Dear Trustees Souza Cole, Taylor, Yip, Zendejas, and Moreno:

California *Education Code* Section 1240 requires that I visit schools identified in our county, review information in the areas noted below, and report to you the results of my visits and reviews. I am pleased to provide the third quarterly report for fiscal year 2019-2020 as required by *Education Code* section 1240(c)(2)(G) pursuant to the Williams Settlement. This report presents the results of my visits to the Williams schools in the Washington Unified, Winters Joint Unified, and the Woodland Joint Unified school districts for the period of January, February and March 2020.

The purpose of my visit(s) as specified in California Education Code 1240 was to:

1. Determine if students have “sufficient” standards-aligned instructional materials in four core subject areas (English language arts, mathematics, history/social science and science), including science laboratory equipment in grades 9-12, and, as appropriate, in foreign languages, and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff”; and
3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedure.

While the Uniform Complaint data are not mandated to be a part of this report to you, they are being included so that you and the citizens of our community will have a complete understanding

of the environment in which Elkhorn Village Elementary, Riverbank K-8 Elementary, Stonegate Elementary, Westfield Village Elementary, Waggoner Elementary, Dingle Elementary, Freeman Elementary, Gibson Elementary, Ramón S. Tafoya Elementary, and Woodland Prairie Elementary Schools are functioning.

Before proceeding with the report, let me define some basic terms:

- “Sufficient textbooks or instructional materials” means each pupil, including English language learners, has a standards-aligned textbook, or instructional materials, or both, to use in class and to take home.
- A school facility condition that poses an “emergency or urgent threat” is a “condition that poses a threat to the health or safety of pupils or staff while at school.”
- “Good Repair” means the school facilities are clean, safe and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria. Each school district that receives state funding for facilities maintenance is required to establish a facilities inspection system to ensure that each of its schools is maintained in “good repair.”

My findings were as follows:

**Instructional Materials:**

**Washington Unified School District:**

**Elkhorn Village Elementary School**

*No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*

**Riverbank Elementary School**

*No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*

**Stonegate Elementary School**

*No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*

**Westfield Village Elementary School**

*No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*

**Winters Joint Unified School District:**

**Waggoner Elementary School:**

*No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*



**Woodland Joint Unified School District:**

**Dingle Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter*

**Freeman Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter*

**Gibson Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter*

**Ramón S. Tafoya Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter*

**Woodland Prairie Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter*

**School Facilities:**

**Washington Unified School District:**

***Elkhorn Village Elementary School***

*No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*

***Riverbank Elementary School:***

*No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*

***Stonegate Elementary School:***

*No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*

***Westfield Village Elementary School:***

*No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*

**Winters Joint Unified School District:**

**School Facilities:**

*No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*

**Woodland Joint Unified School District:**

**Dingle Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*

**Freeman Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter*

**Gibson Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*

**Ramón S. Tafoya Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.*

**Woodland Prairie Elementary School:** *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter*

**School Accountability Report Card:**

**Washington Unified School District:**

***Elkhorn Village Elementary School:*** The 18-19 SARC that is posted on the school and CDE websites were reviewed on May 1. Both versions are the same and include the required information regarding facilities, instructional materials and teacher assignments.

***Riverbank Elementary School:*** The 18-19 SARC that is posted on the school and CDE websites were reviewed on May 1. The SARC that is posted on the CDE website includes the required information regarding facilities, instructional materials and teacher assignments. The SARC that is posted on the school website does not include the correct information regarding facilities and instructional materials. The facilities section does not include “action taken or planned” for needed repairs. The instructional materials section is incorrect regarding History Social Science instructional materials for K-5. These are not from the current adoption.

***Stonegate Elementary School:*** The 18-19 SARC that is posted on the school and CDE websites were reviewed on May 1. Both versions are the same and include the required information regarding facilities, instructional materials and teacher assignments.

***Westfield Village Elementary School:*** The 18-19 SARC that is posted on the school and CDE websites were reviewed on May 1. Both versions are the same and include the required information regarding facilities, instructional materials and teacher assignments.

**Winters Joint Unified School District:**

The 18-19 SARC that is posted on the school website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments. Information on “actions taken or planned” for the needed repairs noted in the report was not available at the time the SARC was published so is not included. It is recommended that this information be included in future SARC as we know the district has addressed those issues.



**Woodland Joint Unified School District:**

**Dingle Elementary School:** The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

**Freeman Elementary School:** The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

**Gibson Elementary School:** The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

**Ramón S. Tafoya Elementary School:** The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

**Woodland Prairie Elementary School:** The 18-19 SARC that is posted on the school and district website was reviewed on April 22. It includes the required information regarding facilities, instructional materials and teacher assignments.

**Teacher Misassignments and Teacher Vacancies:**

*Quarterly report submissions were reviewed. No complaints were received during this quarter for targeted schools.*

**Uniform Complaints:**

*A review of the quarterly submissions from all five Yolo County districts showed:*

*Davis Joint Unified School District – No complaints*

*Esparto Unified School District – No complaints*

*Washington Unified School District – No complaints*

*Winters Joint Unified School District – No complaints*

*Woodland Joint Unified School District – No complaints*

| General Subject Area                  | Total # of Complaints | # Resolved | # Unresolved |
|---------------------------------------|-----------------------|------------|--------------|
| Textbooks and Instructional Materials | 0                     | 0          | 0            |
| Teacher Vacancy or Misassignment      | 0                     | 0          | 0            |
| Facilities Conditions                 | 0                     | 0          | 0            |
| <b>TOTALS</b>                         | 0                     | 0          | 0            |

In conclusion, let me assure each of you receiving this report that the Yolo County Office of Education is available to support the actions that may be needed to be taken to address the needs identified in my report.

Sincerely,



Garth Lewis  
Yolo County Superintendent of Schools

#### **5. 4. Quarterly Report of Investments for Period Ending March 31, 2020**

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##### **Description**

SB 564 added Section 53646 to the Government Code in 1996. Government Code Section 53646 (b) requires the Chief Fiscal Officer of local agencies to present quarterly to the Governing Board a statement of the investments made by its office. The quarterly report shall include the type of investment, issuer, date of maturity, par, and dollar amount invested on all securities, investments and monies held by the local agency, and shall additionally include a description of any of the local agency's funds, investments, or programs that are under the management of contracted parties, including lending programs.

The Yolo County Office of Education invests its money in the Yolo County Treasury, as required by law. Attached is the Yolo County Treasurer's quarterly Investment Portfolio Information for the period ending March 31, 2020.

As required by Education Code 53646 (b), the Reports of the Yolo County Treasurer include a statement of compliance of the portfolio with the Investment Policy. The Quarterly Reports also provide a cash flow by the Yolo County Treasurer denoting the ability of the Treasurer to meet its pool expenditure requirements for the next six months.

##### **Recommendation**

For information.

##### **Supporting Documents**

 [Yolo\\_County\\_Executive\\_Summary\\_1Q20\\_Final.PDF](#)

 [Yolo\\_County\\_FOC\\_Presentation\\_1Q20\\_final.pdf](#)

##### **Contact Person**

Debra Hinely, Director, Internal Business Services, will present this item.



# Executive Summary – First Quarter 2020

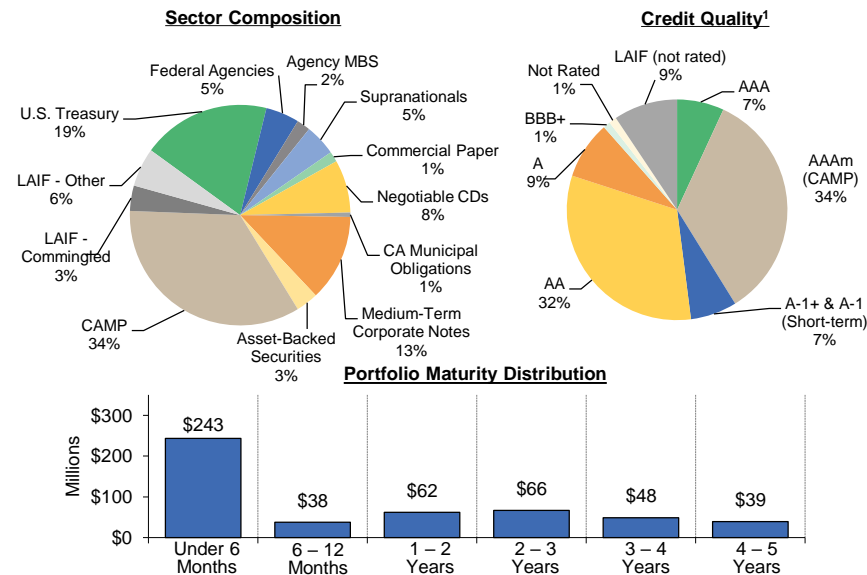
## Portfolio Review

- The portfolio is in compliance with the California Government Code and the County's Investment Policy.
- The portfolio is well diversified among U.S. Treasuries, federal agencies, supranationals, municipal bonds, negotiable CDs, corporate notes, commercial paper, asset-backed securities, CAMP, and LAIF.
- The portfolio comprises securities with high credit quality and has sufficient liquidity to meet the County's cash needs.
- Amid the extreme market volatility and flight-to-quality in the first quarter, U.S. Treasuries outperformed all investment-grade fixed income sectors. Yield spreads on non-Treasuries widened, generating severe underperformance. Diversification away from U.S. Treasury securities, which typically enhances returns for the County's portfolio, was a detractor for the quarter.

## The Economy

- In the first quarter, U.S. economic conditions characterized by solid economic fundamentals to start the year were made largely irrelevant by the emergence of the COVID-19 pandemic.
- As the COVID-19 pandemic took hold across the globe, it created a threefold crisis: (1) a global health crisis, (2) a virtual economic shutdown, and (3) sudden, extreme volatility in the financial markets.
- The Fed acted quickly and aggressively by cutting rates at two emergency meetings to the new target range of 0% to 0.25%. It initiated unlimited bond-buying (quantitative easing) and rolled out various market support programs totaling \$2.3 trillion.
- U.S. Treasury yields plunged in the wake of the Fed's rate cuts and a broad flight-to-quality. Short-term yields settled near 0%, and long-term rates fell to record lows with the 10-year Treasury well below 1%. At the same time, credit spreads widened to the highest levels since the 2008-9 financial crisis and equity markets plunged.

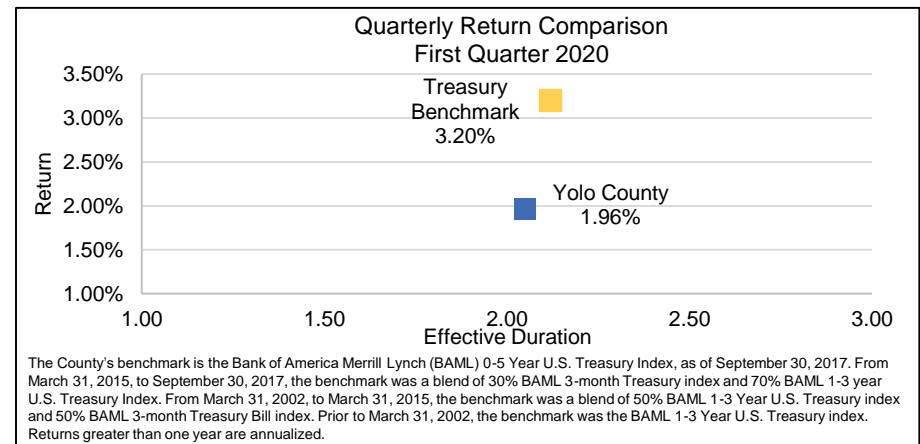
**Portfolio Profile as of March 31, 2020**



<sup>1</sup> Ratings based on Standard & Poor's. Securities held in the County's portfolio are in compliance with California Government Code and the County's investment policy dated December 2019.

|                          | Quarter | Annualized Return 1 Year | Annualized Return 5 Years |
|--------------------------|---------|--------------------------|---------------------------|
| Yolo County <sup>1</sup> | 1.96%   | 4.96%                    | 2.08%                     |
| Treasury Benchmark       | 3.20%   | 6.02%                    | 1.95%                     |
| Net Apportionment Rate   | 0.54%   | -                        | -                         |

Note: <sup>1</sup>PFM managed portfolio only.





# Yolo County

## Investment Review First Quarter 2020

**Ken Schiebel, CFA, Managing Director**  
**Sarah Meacham, Managing Director**

May 7, 2020

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50 California Street  
Suite 2300  
San Francisco, CA 94111  
415-982-5544

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213 Market Street  
Harrisburg, PA 17101  
717-232-2723

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PFM Asset  
Management LLC  
[pfm.com](http://pfm.com)



# Economic and Interest Rate Update

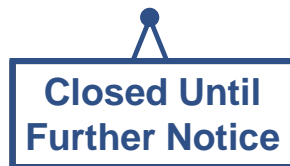


## COVID-19: A Three-Pronged Crisis



### **Health Crisis Pandemic**

*The rapidly spreading coronavirus is overwhelming healthcare facilities around the world as the number of cases and deaths related to the virus continue to grow.*



### **Effects on the Economy**

*With businesses forced to close their doors and consumers stuck at home “social distancing,” the economy has come to a near standstill over a very short period of time.*

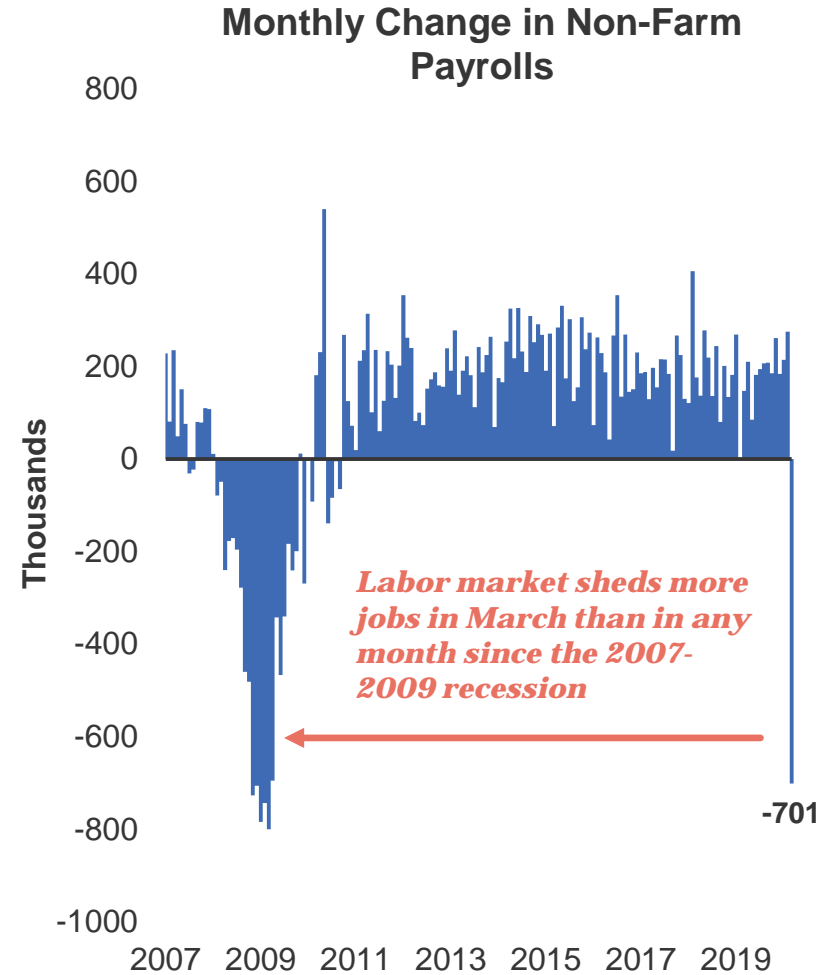
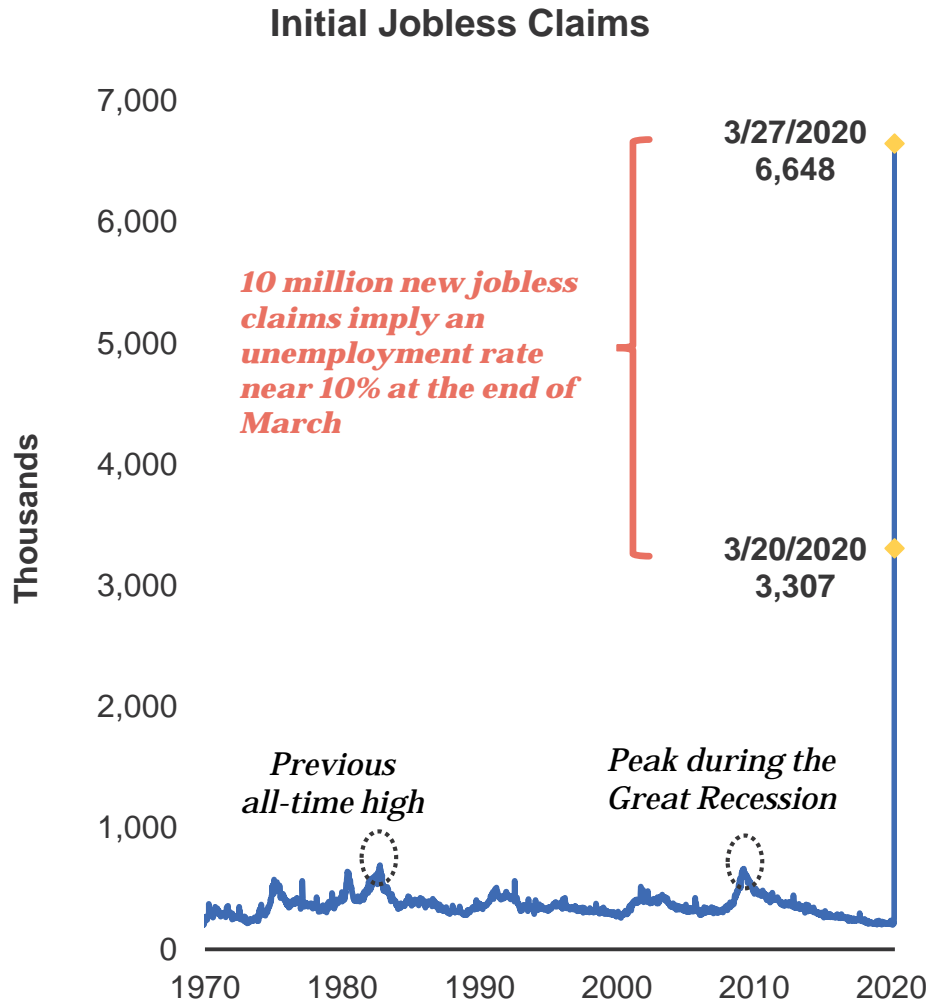


### **Effects on Financial Markets**

*Treasury yields and stock prices have plummeted while credit spreads and volatility have soared in reaction to the uncertainty created by the pandemic.*



# U.S. Economy Posts Massive Job Losses in March

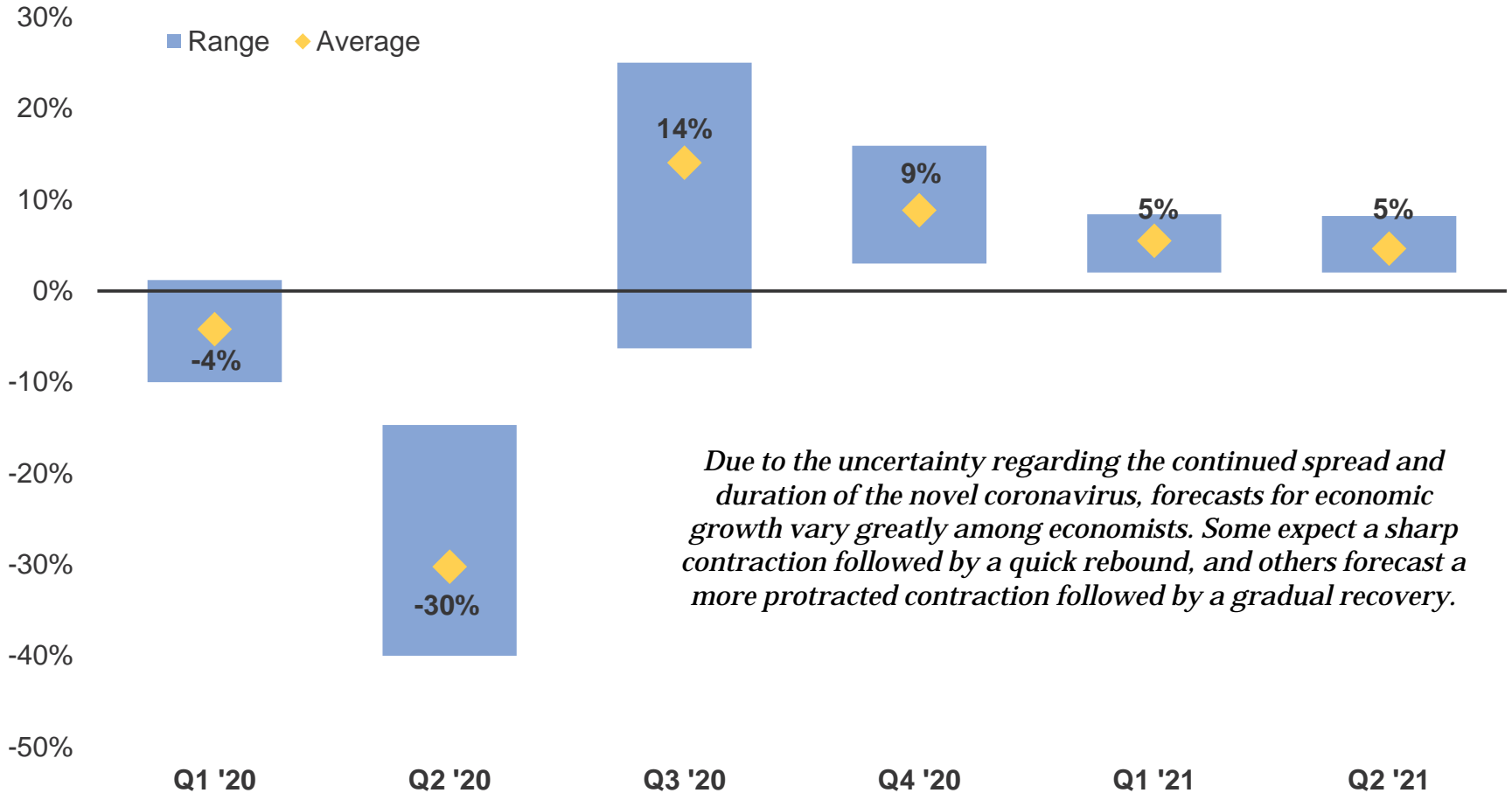






# Economists Expect a Significant, Immediate Downturn in the U.S. Economy

## U.S. GDP Forecasts



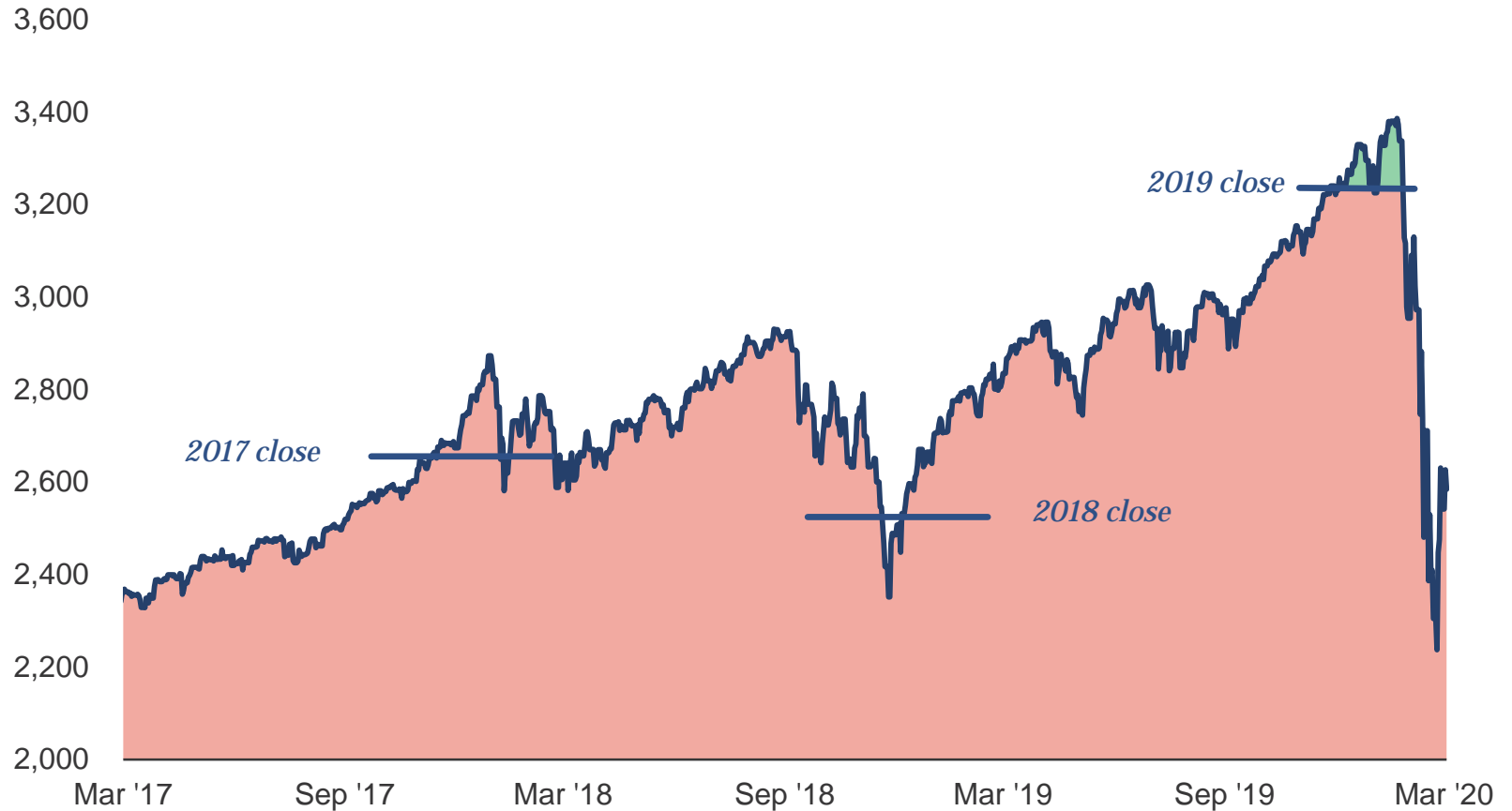
*Due to the uncertainty regarding the continued spread and duration of the novel coronavirus, forecasts for economic growth vary greatly among economists. Some expect a sharp contraction followed by a quick rebound, and others forecast a more protracted contraction followed by a gradual recovery.*

Source: Bloomberg. Forecasts made from 3/25/2020 through 4/3/2020 by ING Group, Morgan Stanley, Deutsche Bank, Goldman Sachs Group, Barclays, JPMorgan Chase, UBS, TD Bank, and Wells Fargo.



## Stocks Plummet From All-Time Highs During a Volatile Quarter

S&P Price Change

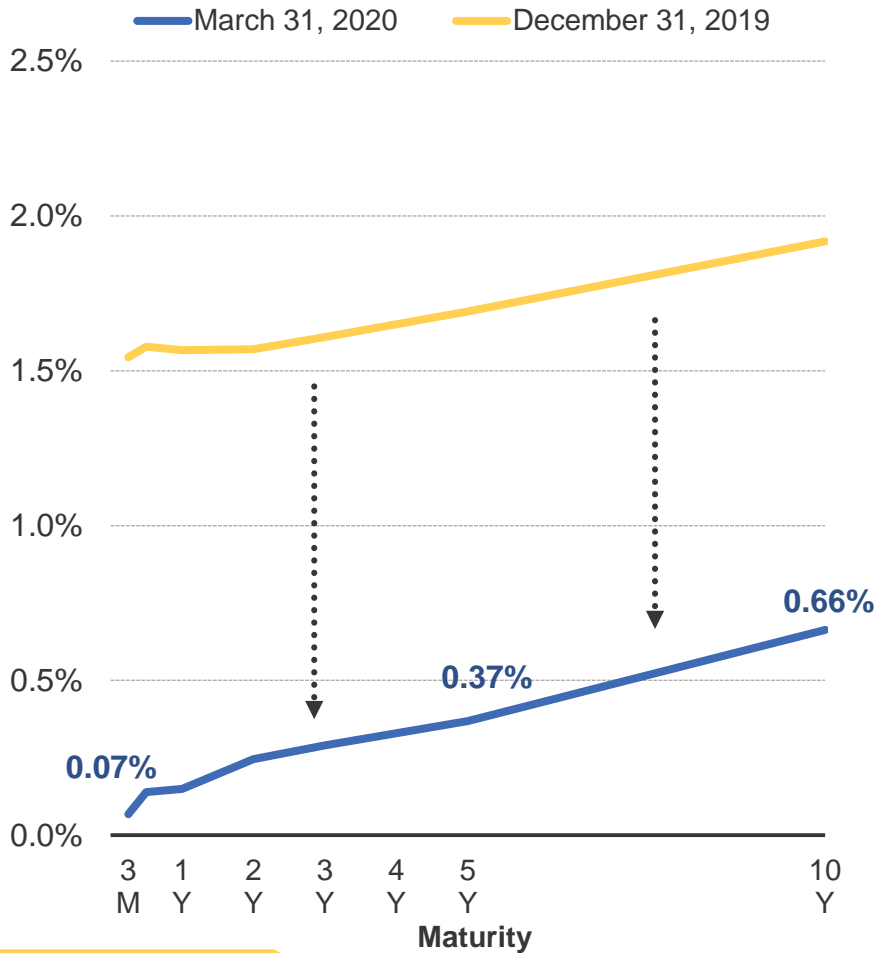


Source: Bloomberg as of 3/31/2020.

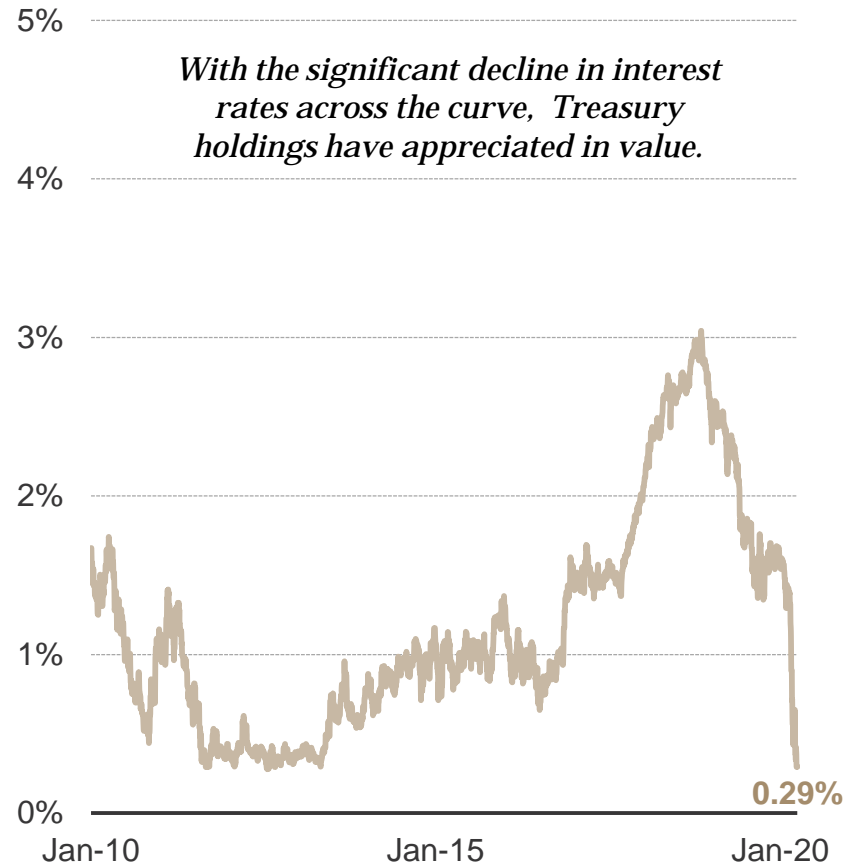


# Interest Rates Plunge; Likely to Stay Ultra-Low Through the Crisis

## US Treasury Yield Curve



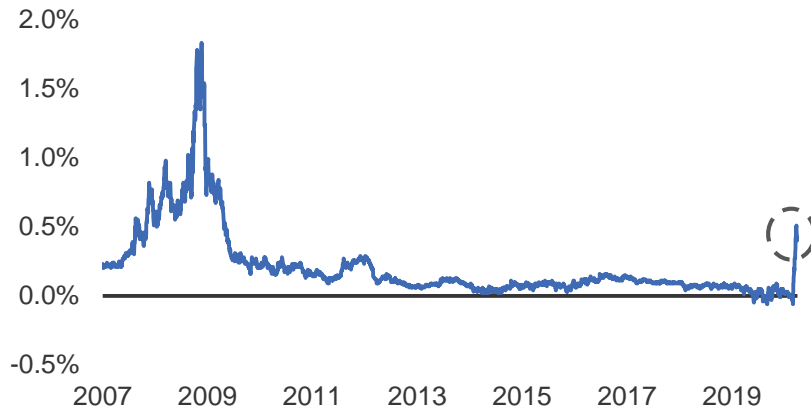
## 3-Year Treasury Yield



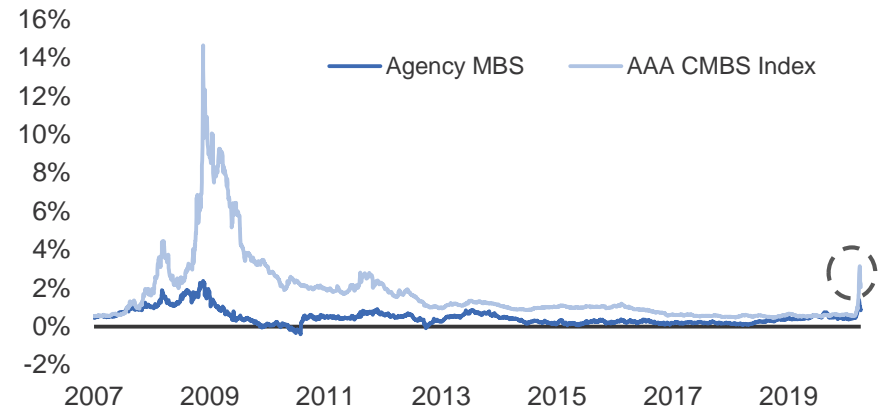


# Sector Spreads Spike to Levels Not Seen Since the Great Recession

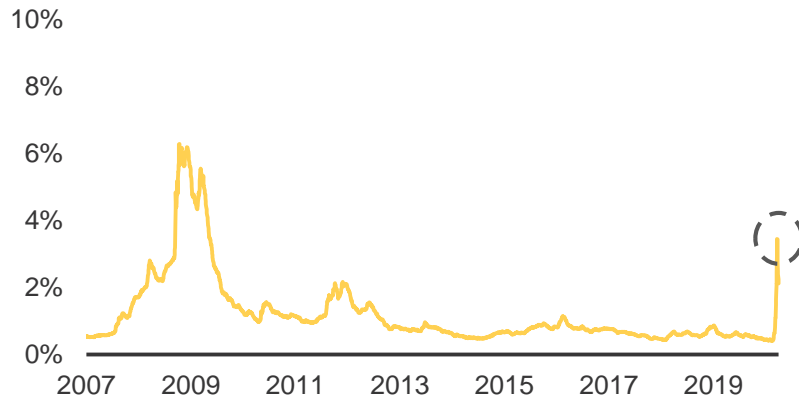
### Federal Agency Yield Spreads



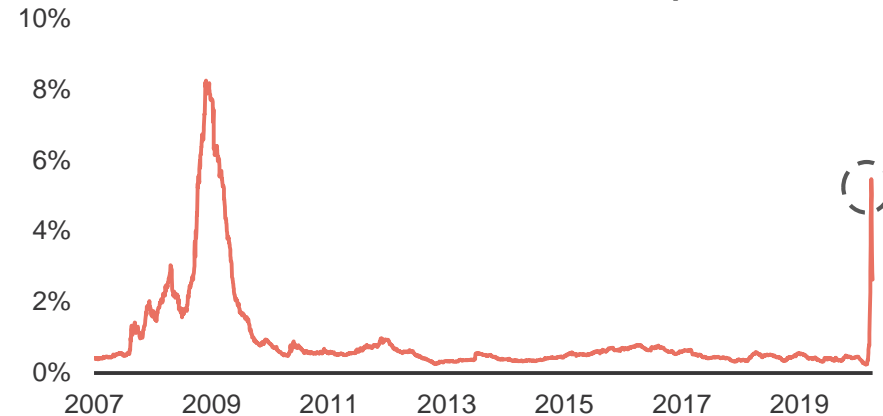
### Mortgage-Backed Securities Yield Spreads



### Corporate Notes A-AAA Yield Spreads



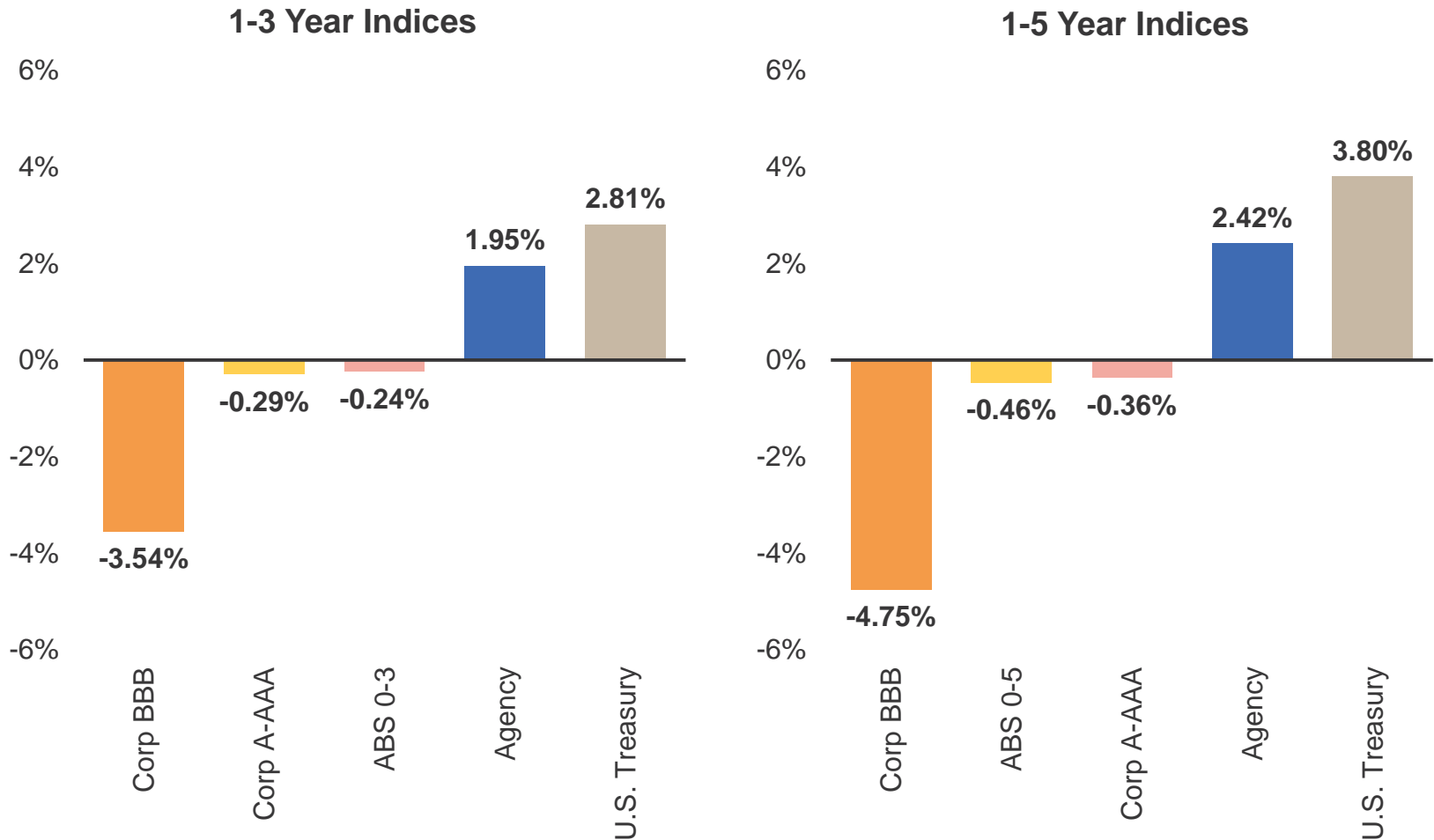
### Asset-Backed Securities Yield Spreads



Source: ICE BofAML 1-5 year Indices via Bloomberg, MarketAxess and PFM as of 3/31/20. Spreads on ABS and MBS are option-adjusted spreads of 0-5 year indices based on weighted average life; spreads on agencies are relative to comparable-maturity Treasuries. CMBS is Commercial Mortgage-Backed Securities.



## Government Sectors Outperform in the First Quarter



Source: Bloomberg, as of 3/31/2020.



# Portfolio Update



# First Quarter Portfolio Strategy

## Interest Rate Summary

- Treasury yields plunged in response to the Fed's new zero interest rate policy, with longer-term Treasury yields reaching new historic lows.
  - These moves led to high absolute returns on Treasury indices.
- In a move reminiscent of 2008, yield spreads on all other asset classes spiked as investors grappled with unprecedented uncertainty.
  - Credit allocations were therefore a significant detractor of performance during the first quarter.

## Portfolio Strategy

- Maintained a portfolio duration close to the benchmark duration, which has been an important element in sustaining performance over the past several years.
- Emphasized safety and liquidity in the portfolio's strategy. PFM restricted all new credit and asset-backed security purchases.
- Enhanced the liquidity profile of the portfolio by increasing our target allocation of federal agencies.



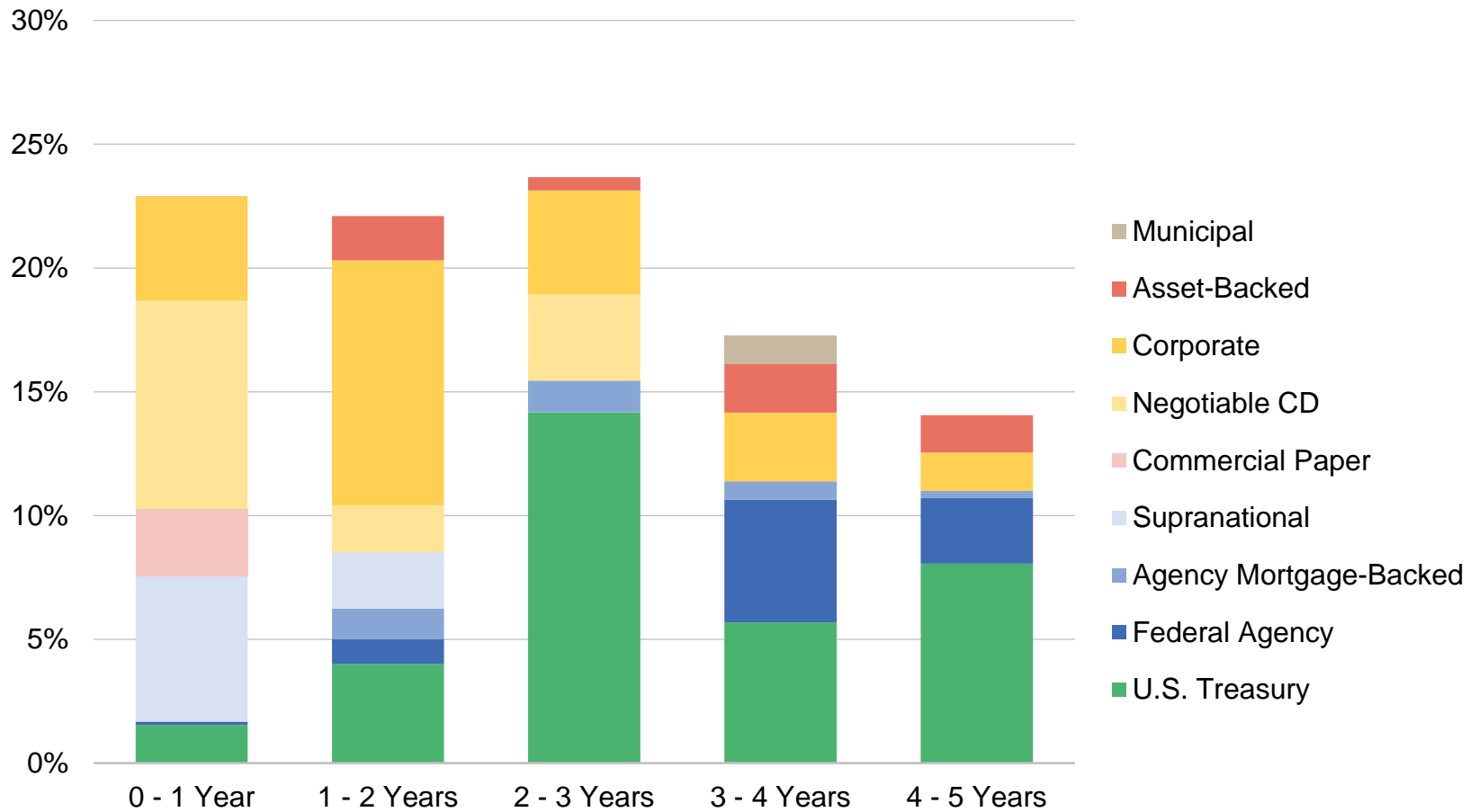
## Portfolio Composition

| Security Type               | Market Value as of 3/31/20 | % of Portfolio | % Change vs. 12/31/19 | Permitted by Policy      | In Compliance |
|-----------------------------|----------------------------|----------------|-----------------------|--------------------------|---------------|
| U.S. Treasury               | \$93,503,571               | 18.8%          | +2.7%                 | 100%                     | ✓             |
| Federal Agency              | \$24,452,039               | 4.9%           | +2.1%                 | 100%                     | ✓             |
| Federal Agency CMOs         | \$9,846,091                | 2.0%           | +0.3%                 | 100%                     | ✓             |
| CA Municipal Obligations    | \$3,240,485                | 0.7%           | +0.1%                 | 30%                      | ✓             |
| Supranationals              | \$22,801,523               | 4.6%           | +0.7%                 | 30%                      | ✓             |
| Negotiable CDs              | \$38,405,321               | 7.7%           | +1.1%                 | 30%                      | ✓             |
| Corporate Notes             | \$63,020,749               | 12.7%          | +1.0%                 | 30%                      | ✓             |
| Commercial Paper            | \$7,567,746                | 1.5%           | +0.2%                 | 40%                      | ✓             |
| Asset-Backed Securities     | \$16,270,869               | 3.3%           | +0.7%                 | 20%                      | ✓             |
| <b>Securities Sub-Total</b> | <b>\$279,108,395</b>       | <b>56.2%</b>   | <b>+0.7%</b>          |                          |               |
| Accrued Interest            | \$1,215,844                |                |                       |                          |               |
| <b>Securities Total</b>     | <b>\$280,324,239</b>       |                |                       |                          |               |
| CAMP                        | \$170,559,398              | 34.4%          | -5.2%                 | 100%                     | ✓             |
| LAIF – Total                | \$46,578,728               | 9.4%           | -3.7%                 | \$75 million per account | ✓             |
| <b>Total Investments</b>    | <b>\$497,462,365</b>       | <b>100.0%</b>  |                       |                          |               |





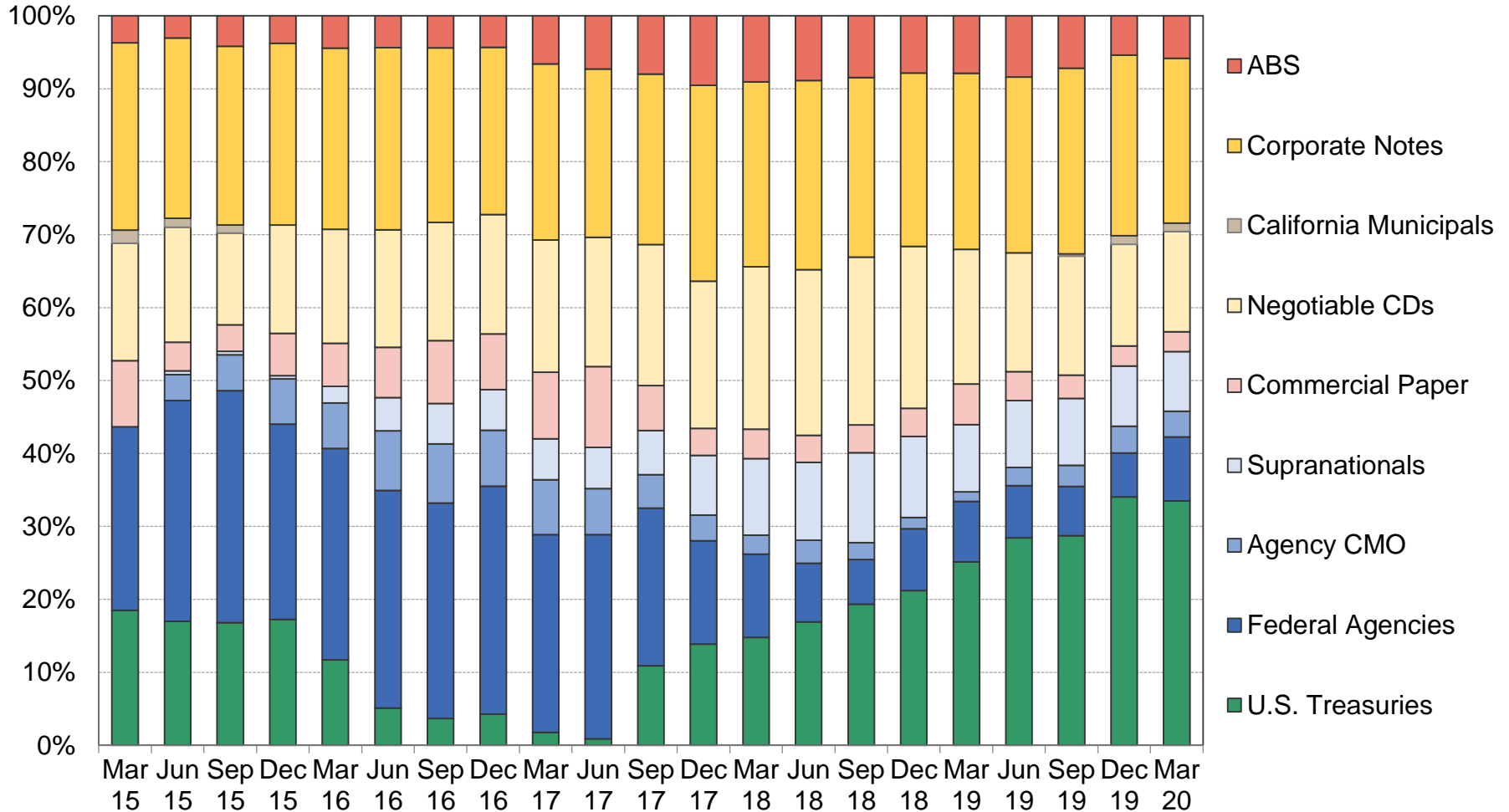
## Yolo County Sector Allocation by Maturity



Data as of 3/31/2020. Excludes overnight funds.

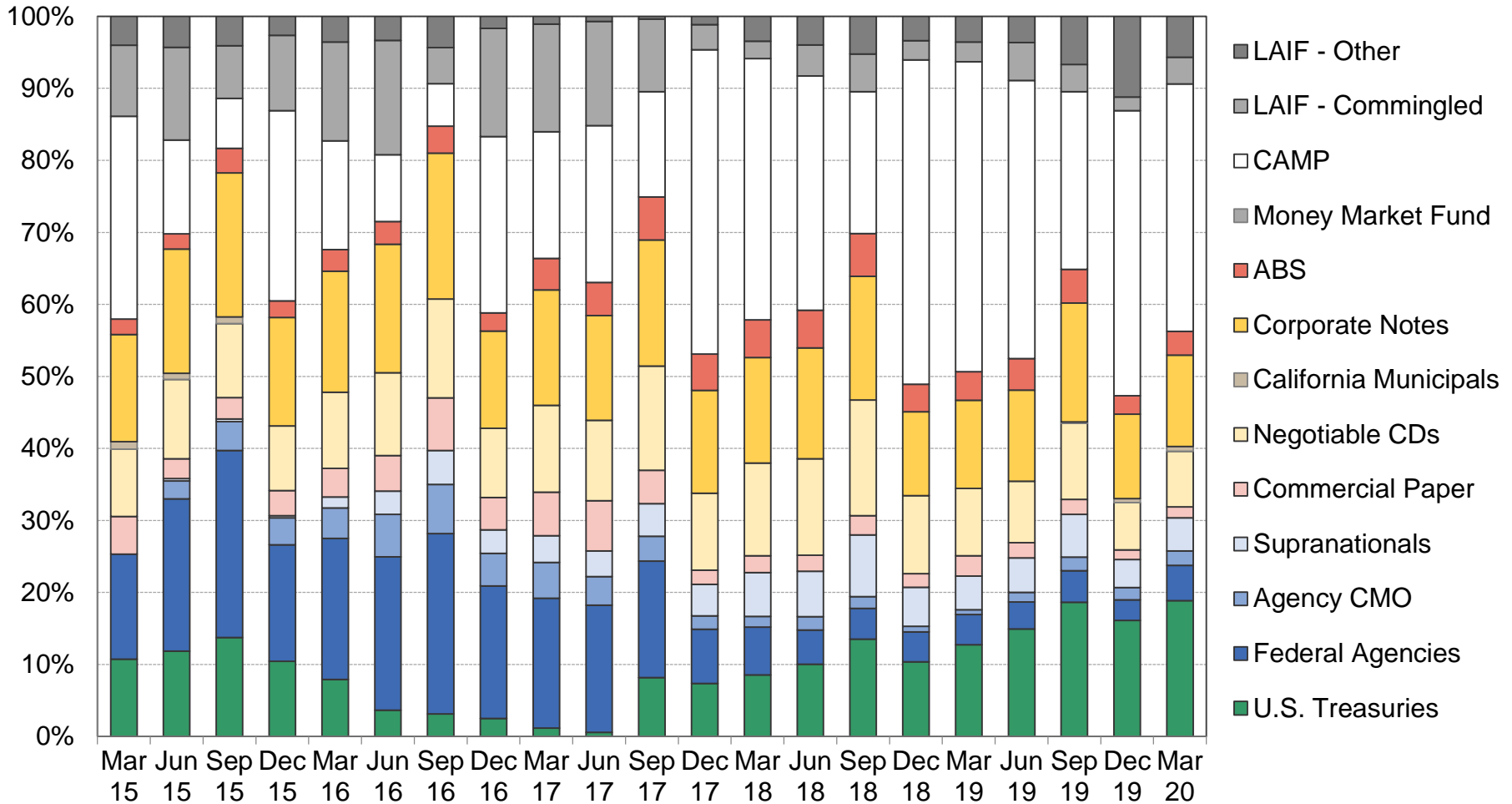


# Historical Sector Allocation—PFM Managed Portfolio





# Historical Sector Allocation—All Funds





## Portfolio Issuer Distribution

|                                       |       |  |      |
|---------------------------------------|-------|--|------|
| U.S. Treasury                         | 33.5% | Visa                                     | 1.0% |
| Federal National Mortgage Association | 7.5%  | Mitsubishi Ufj Financial Group Inc       | 1.0% |
| Intl Bank of Reconstruction and Dev   | 4.1%  | IBM                                      | 1.0% |
| Freddie Mac                           | 2.9%  | Citigroup Inc                            | 1.0% |
| Credit Agricole                       | 2.3%  | Bank Of America Co                       | 0.9% |
| International Finance Corporation     | 2.2%  | Societe Generale                         | 0.9% |
| Swedbank AB                           | 1.9%  | BB&T Corporation                         | 0.9% |
| Inter-American Development Bank       | 1.9%  | Cisco Systems                            | 0.9% |
| Federal Home Loan Bank                | 1.9%  | California St                            | 0.9% |
| American Honda Finance                | 1.8%  | Sumitomo Bitsui Bank                     | 0.9% |
| Bank of New York Mellon               | 1.8%  | Goldman Sachs Group Inc                  | 0.9% |
| Westpac Banking Corp (NY)             | 1.6%  | Unitedhealth Group Inc                   | 0.9% |
| Bank Of Montreal                      | 1.6%  | 3M Company                               | 0.9% |
| Wal-Mart Stores Inc                   | 1.5%  | Deere & Company                          | 0.8% |
| Exxon Mobil                           | 1.5%  | DNB ASA                                  | 0.7% |
| Nordea Bank Ab                        | 1.4%  | Carmax Auto Owner Trust                  | 0.6% |
| Skandinaviska Enskilda Banken Ab      | 1.4%  | Chevron Corp.                            | 0.6% |
| Honda Auto Receivables                | 1.3%  | United Parcel Service Inc                | 0.5% |
| Apple Inc                             | 1.3%  | American Express                         | 0.5% |
| Toyota Motor Credit                   | 1.2%  | Ally Auto Receivables Trust              | 0.4% |
| Canadian Imperial Bank Of Commerce    | 1.1%  | National Rural Utilities Co Finance Corp | 0.4% |
| JP Morgan Chase                       | 1.1%  | City of San Diego                        | 0.3% |
| ING Funding LLC                       | 1.1%  | Natixis NY Branch                        | 0.3% |
| US Bancorp                            | 1.1%  | Bank of Nova Scotia Houston              | 0.3% |
| Hyundai Auto Receivables              | 1.1%  | Capital One Prime Auto Rec Trust         | 0.2% |
| Toyota Auto Receivables               | 1.1%  | Unilever Capital Corp.                   | 0.1% |
| Nissan Auto Receivables               | 1.0%  | John Deere Owner Trust                   | 0.1% |

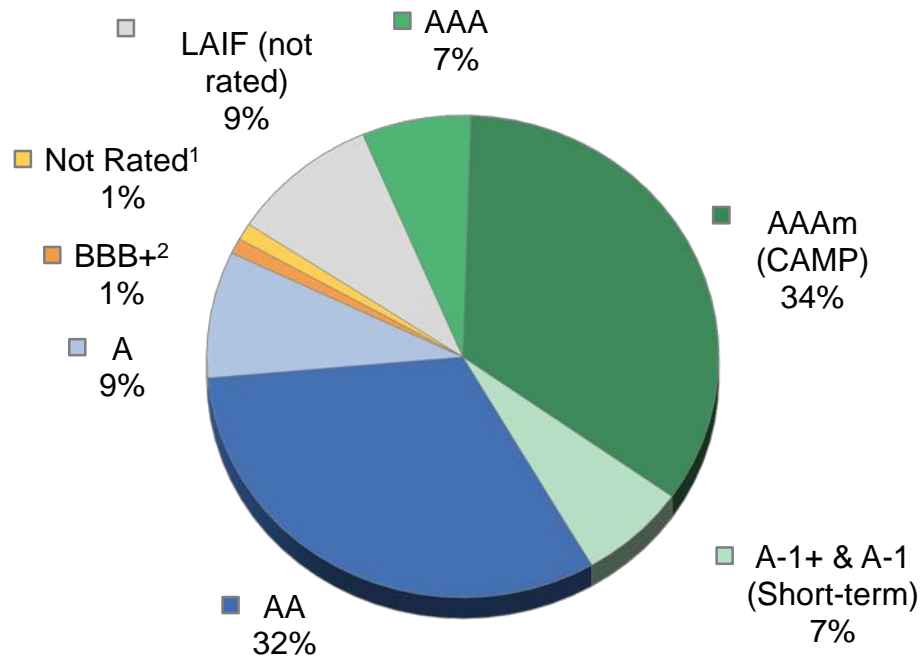
Percentages exclude the portfolio's CAMP and LAIF holdings.



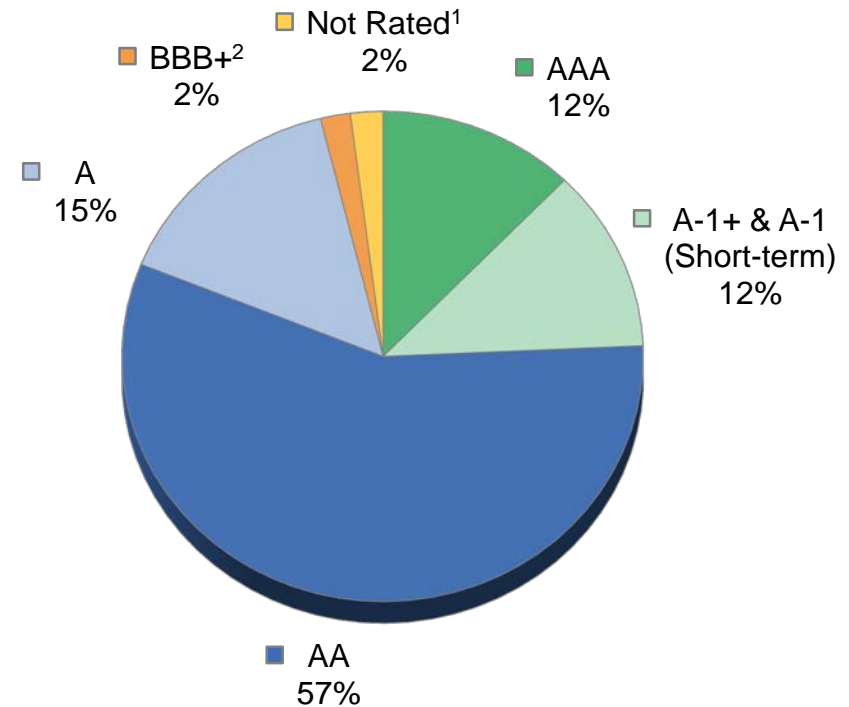
## Portfolio Credit Quality

- The County's portfolio comprises high-quality securities.

### Including Liquid Accounts



### Excluding Liquid Accounts



As of March 31, 2020. Percentages may not sum to 100% due to rounding.

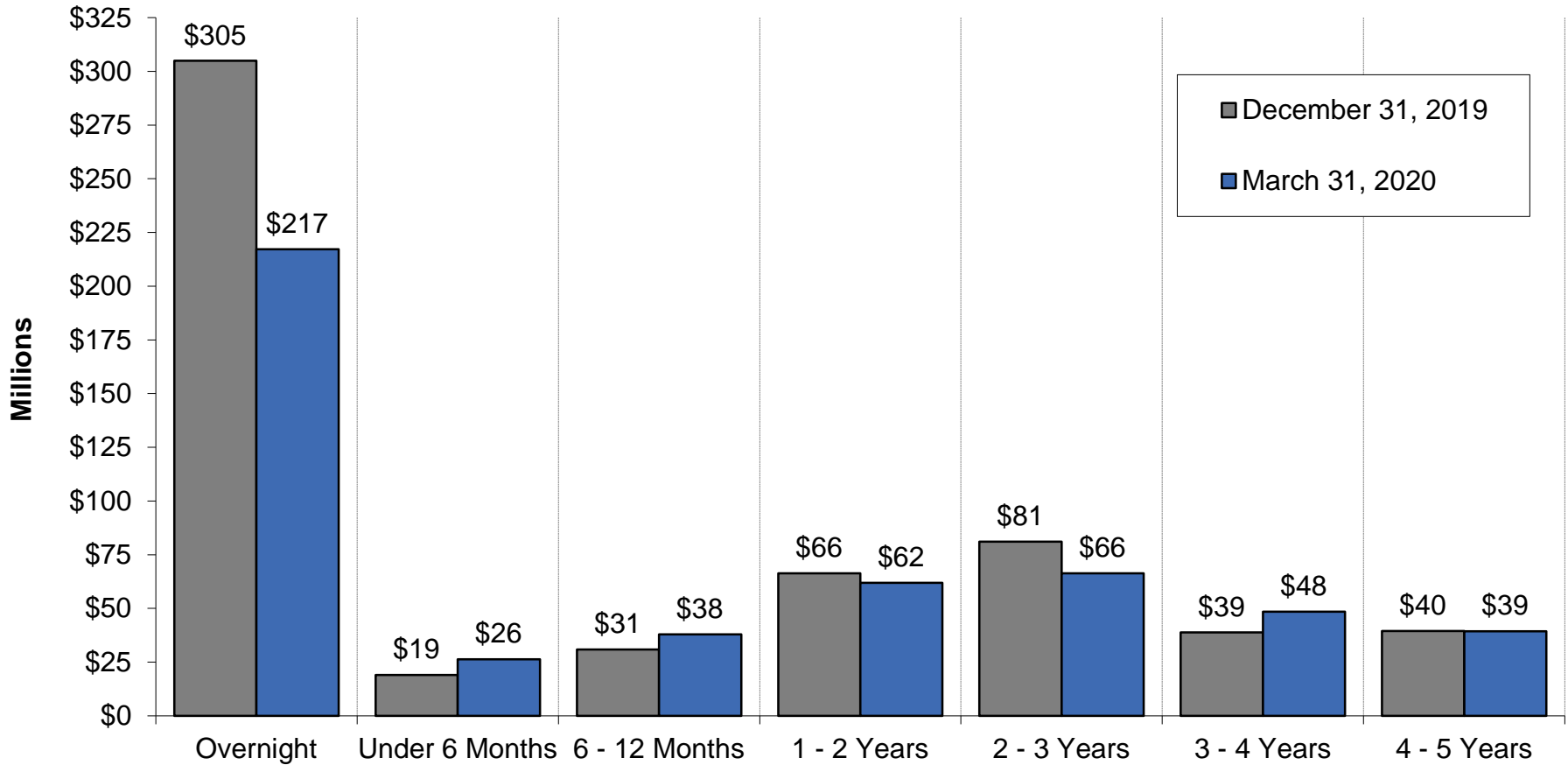
Ratings are based on Standard & Poor's.

1. The "Not Rated" category comprises asset-backed securities rated Aaa by Moody's.

2. The "BBB+" category comprises securities rated in a rating category of A or better by at least one NRSRO.



## Portfolio Maturity Distribution



Purchases made with new funds during quarter ended 3/31/20.

Callable and floating-rate securities are included in the maturity distribution analysis to their stated maturity date.

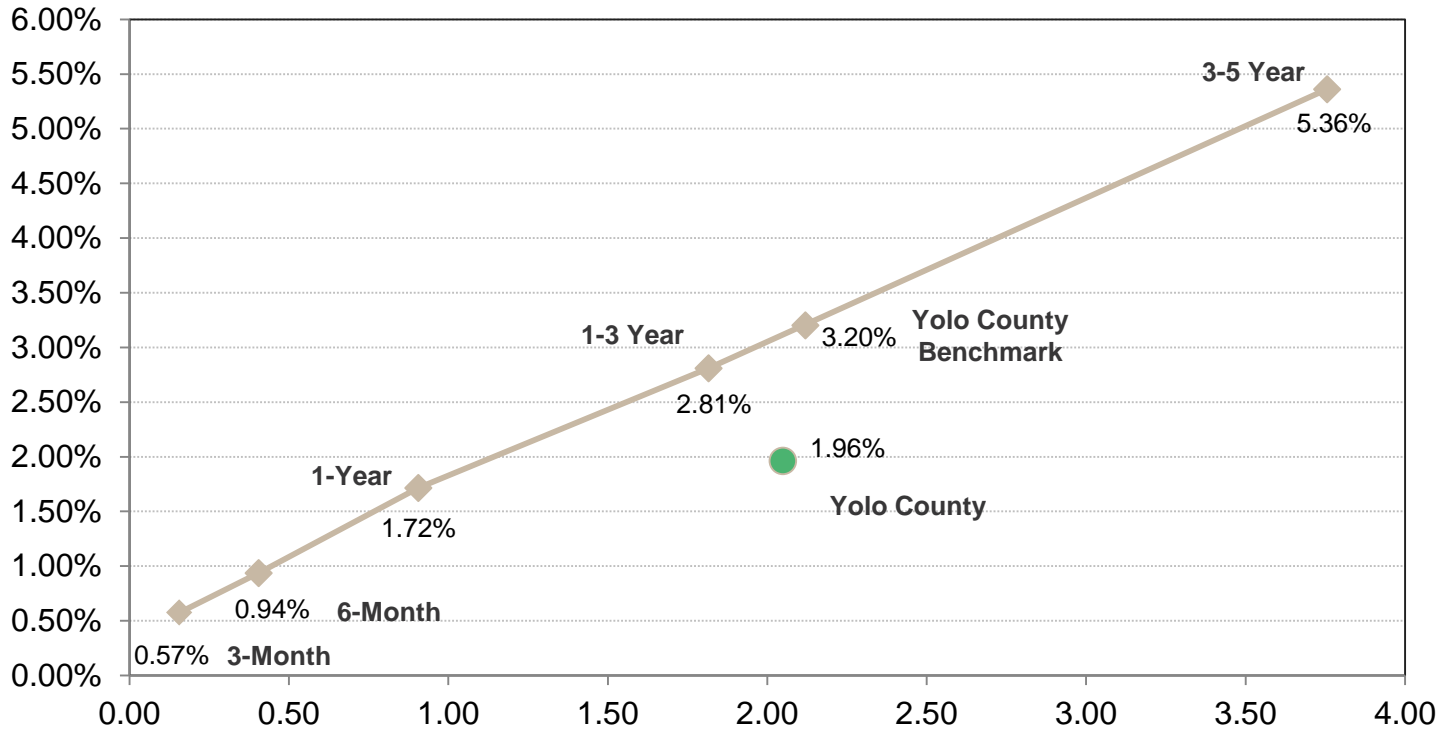


# Longer-Duration Strategies and U.S. Treasuries Outperformed

## Quarterly Total Returns

## Yields

Yolo County, Yolo County Benchmark, and Various ICE BofA Merrill Lynch Treasury Indices



| Portfolio Yield and LAIF Quarterly Apportionment Rate |       |
|---|-------|
| Yolo County   | 2.19% |
| LAIF  | 2.03% |

- For periods ending March 31, 2020.
- Yolo County yield is the weighted average yield at cost.
- Source: Bloomberg, LAIF website.
- The County's benchmark is the ICE Bank of America Merrill Lynch (BAML) 0-5 Year U.S. Treasury Index. From March 31, 2015, to September 30, 2017, the benchmark was a blend of 30% ICE BAML 3-month Treasury index and 70% ICE BAML 1-3 year U.S. Treasury Index. From March 31, 2002, to March 31, 2015, the benchmark was a blend of 50% ICE BAML 1-3 Year U.S. Treasury index and 50% ICE BAML 3-month Treasury Bill index. Prior to March 31, 2002, the benchmark was the ICE BAML 1-3 Year U.S. Treasury index.



## Total Return Performance

- The portfolio returned strong absolute performance for the past quarter and past year.
- However, because yield spreads between Treasuries and all other sectors widened significantly during the past quarter, the portfolio's diversification in asset classes that normally creates significant economic benefit, was a detractor from performance during the quarter and the portfolio underperformed the benchmark.
- The portfolio maintains strong performance relative to the benchmark since inception.

### Total Return For periods ended March 31, 2020

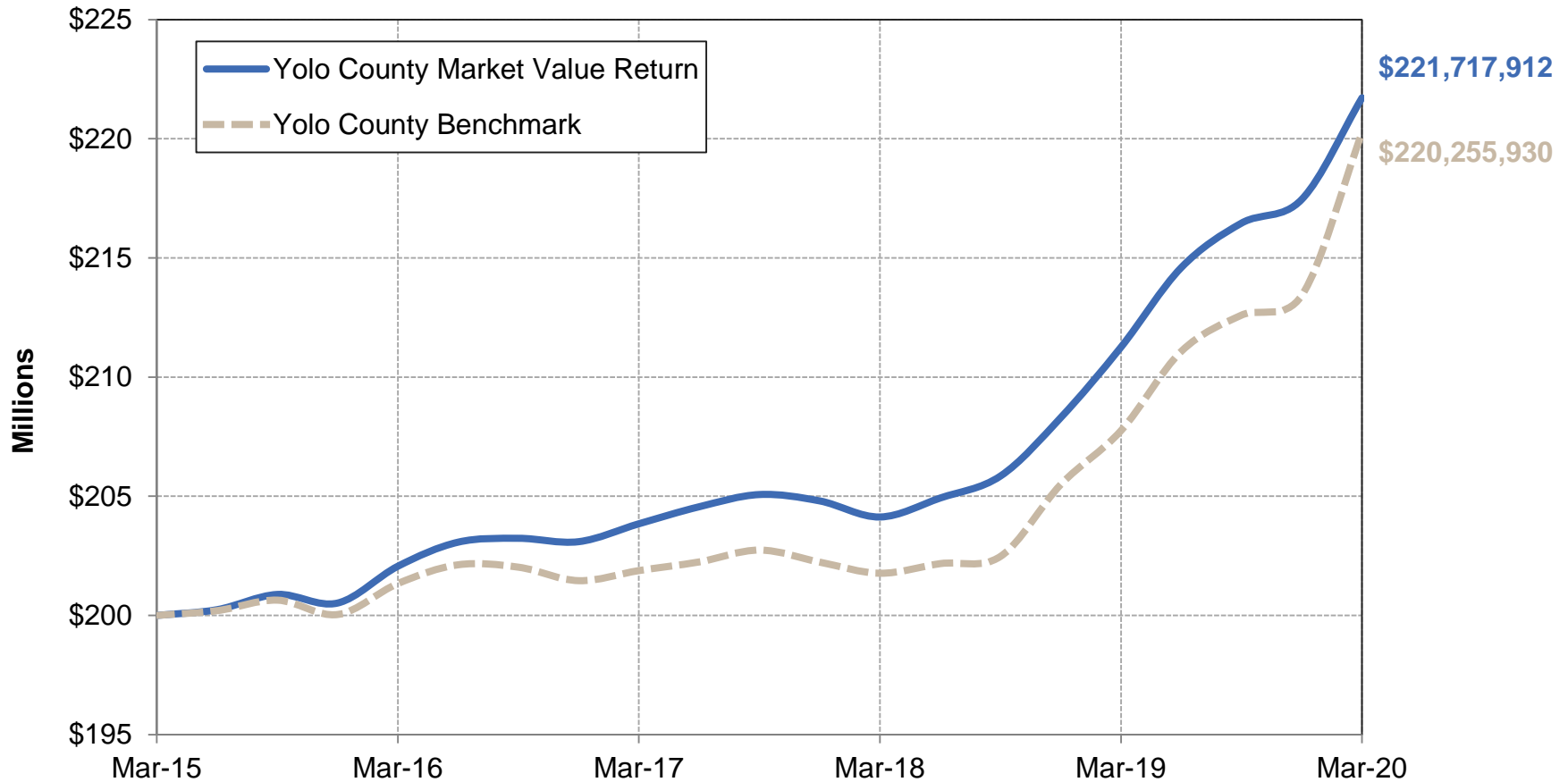
|                    | Duration<br>(years) | Past<br>Quarter | Past<br>1 Year | Past<br>5 Years | Past<br>10 Years | Since<br>Inception |
|--------------------|---------------------|-----------------|----------------|-----------------|------------------|--------------------|
| <b>Yolo County</b> | <b>2.05</b>         | <b>1.96%</b>    | <b>4.96%</b>   | <b>2.08%</b>    | <b>1.59%</b>     | <b>3.21%</b>       |
| Treasury Benchmark | 2.12                | 3.20%           | 6.02%          | 1.95%           | 1.25%            | 2.63%              |

- Performance on a trade-date basis, gross (i.e., before fees), in accordance with the CFA Institute's Global Investment Performance Standards (GIPS).
- Bank of America Merrill Lynch indices provided by Bloomberg Financial Markets.
- Inception date is June 30, 1998.
- Performance, yield, and duration calculations exclude holdings in CAMP, LAIF, and the money market fund.
- The County's benchmark is the ICE Bank of America Merrill Lynch (BAML) 0-5 Year U.S. Treasury Index. From March 31, 2015, to September 30, 2017, the benchmark was a blend of 30% ICE BAML 3-month Treasury index and 70% ICE BAML 1-3 year U.S. Treasury Index. From March 31, 2002, to March 31, 2015, the benchmark was a blend of 50% ICE BAML 1-3 Year U.S. Treasury index and 50% ICE BAML 3-month Treasury Bill index. Prior to March 31, 2002, the benchmark was the ICE BAML 1-3 Year U.S. Treasury index.





## County's Strategy Continues to Be Effective



- Source: Bloomberg.
- Hypothetical growth of \$200 million.
- Past performance is not indicative of future performance.



## Projected vs. Actual Fiscal Year Accrual Basis Earnings

| INVESTMENT PORTFOLIO            |                                |                       |                               |                            |  |   |
|---------------------------------|--------------------------------|-----------------------|-------------------------------|----------------------------|--|---|
| Date                            | Month-End Amortized Cost Value | Portfolio YTM at Cost | Actual Accrual Basis Earnings | Earnings Rate <sup>1</sup> | Assumed Reinvestment Rate <sup>2</sup> | Projected Accrual Basis Earnings <sup>3,4</sup> |
| Jul-19                          | \$243,966,601                  | 2.41%                 | \$490,269                     | 2.41%                      | -                                      | \$490,269                                       |
| Aug-19                          | \$242,948,135                  | 2.37%                 | \$535,288                     | 2.37%                      | -                                      | \$535,288                                       |
| Sep-19                          | \$242,971,239                  | 2.37%                 | \$502,150                     | 2.37%                      | -                                      | \$502,150                                       |
| Oct-19                          | \$254,297,057                  | 2.31%                 | \$483,765                     | 2.31%                      | -                                      | \$483,765                                       |
| Nov-19                          | \$264,158,460                  | 2.29%                 | \$496,510                     | 2.29%                      | -                                      | \$496,510                                       |
| Dec-19                          | \$271,045,967                  | 2.25%                 | \$586,134                     | 2.25%                      | -                                      | \$586,134                                       |
| Jan-20                          | \$271,400,607                  | 2.24%                 | \$520,585                     | 2.24%                      | -                                      | \$520,585                                       |
| Feb-20                          | \$272,097,522                  | 2.21%                 | \$568,408                     | 2.21%                      | -                                      | \$568,408                                       |
| Mar-20                          | \$272,665,188                  | 2.19%                 | \$620,277                     | 2.19%                      | -                                      | \$620,277                                       |
| Apr-20                          | -                              | -                     | -                             | 2.14%                      | 0.23%                                  | \$478,745                                       |
| May-20                          | -                              | -                     | -                             | 2.12%                      | 0.24%                                  | \$488,955                                       |
| Jun-20                          | -                              | -                     | -                             | 2.11%                      | 0.25%                                  | \$471,484                                       |
| <b>Projected FY 19-20 Total</b> |                                |                       |                               |                            |  | <b>\$6,242,570</b>                              |

1. Earnings rates calculated based on the yield to maturity at cost through 3/31/2020 and the assumed reinvestment rates of maturities for each period thereafter.

2. Assumed reinvestment rates based on the 2-year Fed Funds Forward Rate Curve as of 4/14/2020.

3. Earnings for the periods 7/31/2019 - 3/31/2020 are actual earnings and include realized gains/losses; periods thereafter are projected.

4. Earnings assume no sales or realized gains/losses for periods after 3/31/2020.



## Investment Strategy Outlook

- U.S. economic fundamentals are expected to deteriorate significantly in the second quarter as the full effect of COVID-19 materializes. The real question is the duration of the economic shutdown and the speed and trajectory of the eventual recovery.
- Our outlook for major investment-grade sectors includes the following:
  - Federal agencies currently offer value, materially less credit risk, and better liquidity than most other sectors. Given low yields, we also find value in callable agencies but will evaluate them on an issue-specific basis.
  - The agency MBS sector survived the recent surge of prepayments and now has support from the unlimited Fed purchase program. As a result, spreads began to narrow in the late first quarter. We view this stabilization as a modest buying opportunity in MBS with a focus on structures with less prepayment risk.
  - The investment grade corporate market faces numerous challenges and uncertainties. We believe the prudent action is to remain cautious and vigilant until longer-term economic consequences are better understood and market liquidity stabilizes. While spreads are significantly wider, PFM's view is that under current conditions the risks still outweigh the potential benefits.
  - In ABS, spreads remain wide, and liquidity remains impaired. At the forefront of risks are consumers' and businesses' ability to make timely credit card, auto loan, and equipment lease payments. We plan to avoid new ABS purchases until the outlook is clearer.
  - In the municipal sector, recent monetary and fiscal stimulus is expected to benefit local government issuers. We anticipate continuing to search for and scrutinize high-quality municipal issuers that are best positioned to weather current challenges.



**Managed Account Detail of Securities Held**

For the Month Ending **March 31, 2020**

**YOLO COUNTY - TREASURY POOL**

| <b>Security Type/Description<br/>Dated Date/Coupon/Maturity</b>  | <b>CUSIP</b> | <b>Par</b>   | <b>S&amp;P<br/>Rating</b> | <b>Moody's<br/>Rating</b> | <b>Trade<br/>Date</b> | <b>Settle<br/>Date</b> | <b>Original<br/>Cost</b> | <b>YTM<br/>at Cost</b> | <b>Accrued<br/>Interest</b> | <b>Amortized<br/>Cost</b> | <b>Market<br/>Value</b> |
|--|--------------|--------------|---------------------------|---------------------------|-----------------------|------------------------|--------------------------|------------------------|-----------------------------|---------------------------|-------------------------|
| <b>U.S. Treasury Bond / Note</b>                                 |              |              |                           |                           |                       |                        |                          |                        |                             |                           |                         |
| UNITED STATES TREASURY NOTES<br>DTD 11/30/2018 2.750% 11/30/2020 | 9128285Q9    | 1,740,000.00 | AA+                       | Aaa                       | 11/06/19              | 11/07/19               | 1,760,118.75             | 1.65                   | 16,080.74                   | 1,752,607.08              | 1,769,362.50            |
| US TREASURY NOTES<br>DTD 02/29/2016 1.125% 02/28/2021            | 912828P87    | 2,500,000.00 | AA+                       | Aaa                       | 10/17/19              | 10/18/19               | 2,483,496.09             | 1.61                   | 2,445.65                    | 2,488,956.45              | 2,521,484.50            |
| UNITED STATES TREASURY NOTES<br>DTD 05/31/2019 2.125% 05/31/2021 | 9128286V7    | 1,900,000.00 | AA+                       | Aaa                       | 12/05/19              | 12/06/19               | 1,912,988.28             | 1.66                   | 13,568.65                   | 1,910,213.93              | 1,942,156.25            |
| US TREASURY NOTES<br>DTD 08/15/2018 2.750% 08/15/2021            | 9128284W7    | 3,250,000.00 | AA+                       | Aaa                       | 11/06/19              | 11/07/19               | 3,312,207.03             | 1.65                   | 11,294.64                   | 3,298,408.07              | 3,359,687.50            |
| UNITED STATES TREASURY NOTES<br>DTD 09/03/2019 1.500% 08/31/2021 | 912828YC8    | 1,900,000.00 | AA+                       | Aaa                       | 12/05/19              | 12/06/19               | 1,895,472.66             | 1.64                   | 2,478.26                    | 1,896,312.59              | 1,932,656.25            |
| US TREASURY NOTES<br>DTD 01/31/2017 1.875% 01/31/2022            | 912828V72    | 2,340,000.00 | AA+                       | Aaa                       | 07/06/17              | 07/11/17               | 2,335,703.90             | 1.92                   | 7,352.68                    | 2,338,231.57              | 2,406,543.75            |
| US TREASURY N/B NOTES<br>DTD 02/28/2017 1.875% 02/28/2022        | 912828W55    | 1,500,000.00 | AA+                       | Aaa                       | 04/02/19              | 04/04/19               | 1,483,183.59             | 2.28                   | 2,445.65                    | 1,488,812.04              | 1,545,468.75            |
| US TREASURY NOTES<br>DTD 03/31/2017 1.875% 03/31/2022            | 912828W89    | 770,000.00   | AA+                       | Aaa                       | 12/01/17              | 12/06/17               | 762,269.92               | 2.12                   | 39.45                       | 766,339.49                | 794,182.77              |
| US TREASURY NOTES<br>DTD 03/31/2017 1.875% 03/31/2022            | 912828W89    | 1,500,000.00 | AA+                       | Aaa                       | 01/03/18              | 01/04/18               | 1,481,660.16             | 2.18                   | 76.84                       | 1,491,152.69              | 1,547,109.30            |
| US TREASURY NOTES<br>DTD 03/31/2017 1.875% 03/31/2022            | 912828W89    | 4,515,000.00 | AA+                       | Aaa                       | 08/01/18              | 08/03/18               | 4,366,851.56             | 2.82                   | 231.30                      | 4,432,276.98              | 4,656,798.99            |
| US TREASURY NOTES<br>DTD 03/31/2015 1.750% 03/31/2022            | 912828J76    | 5,150,000.00 | AA+                       | Aaa                       | 08/30/17              | 08/31/17               | 5,162,875.00             | 1.69                   | 246.24                      | 5,155,746.22              | 5,296,453.13            |
| US TREASURY NOTES<br>DTD 07/31/2015 2.000% 07/31/2022            | 912828X08    | 5,100,000.00 | AA+                       | Aaa                       | 08/30/17              | 08/31/17               | 5,164,546.88             | 1.73                   | 17,093.41                   | 5,131,316.50              | 5,297,625.00            |
| US TREASURY NOTES<br>DTD 09/30/2015 1.750% 09/30/2022            | 912828L57    | 1,080,000.00 | AA+                       | Aaa                       | 10/03/17              | 10/06/17               | 1,070,803.13             | 1.93                   | 51.64                       | 1,075,282.14              | 1,117,800.00            |
| US TREASURY NOTES<br>DTD 09/30/2015 1.750% 09/30/2022            | 912828L57    | 5,115,000.00 | AA+                       | Aaa                       | 06/04/18              | 06/06/18               | 4,906,204.10             | 2.76                   | 244.57                      | 4,991,257.31              | 5,294,025.00            |



**Managed Account Detail of Securities Held**

For the Month Ending **March 31, 2020**

**YOLO COUNTY - TREASURY POOL**

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|---|--------------|--------------|---------------------------|---------------------------|-----------------------|------------------------|--------------------------|------------------------|-----------------------------|---------------------------|-------------------------|
| <b>U.S. Treasury Bond / Note</b>                                |              |              |                           |                           |                       |                        |                          |                        |                             |                           |                         |
| US TREASURY N/B NOTES<br>DTD 10/31/2017 2.000% 10/31/2022       | 9128283C2    | 5,990,000.00 | AA+                       | Aaa                       | 05/02/18              | 05/04/18               | 5,790,177.34             | 2.80                   | 50,355.49                   | 5,872,164.48              | 6,249,254.39            |
| US TREASURY NOTES<br>DTD 02/01/2016 1.750% 01/31/2023           | 912828P38    | 3,395,000.00 | AA+                       | Aaa                       | 10/02/18              | 10/04/18               | 3,232,941.80             | 2.93                   | 9,956.49                    | 3,286,602.78              | 3,529,739.06            |
| US TREASURY NOTES<br>DTD 02/29/2016 1.500% 02/28/2023           | 912828P79    | 5,675,000.00 | AA+                       | Aaa                       | 07/02/18              | 07/05/18               | 5,369,082.03             | 2.74                   | 7,402.17                    | 5,479,113.24              | 5,864,757.81            |
| US TREASURY NOTES<br>DTD 03/31/2016 1.500% 03/31/2023           | 912828Q29    | 2,525,000.00 | AA+                       | Aaa                       | 02/08/19              | 02/12/19               | 2,431,989.26             | 2.44                   | 103.48                      | 2,456,580.81              | 2,612,585.94            |
| US TREASURY NOTES<br>DTD 08/01/2016 1.250% 07/31/2023           | 912828S92    | 2,000,000.00 | AA+                       | Aaa                       | 04/02/19              | 04/04/19               | 1,915,312.50             | 2.28                   | 4,189.56                    | 1,934,058.18              | 2,058,437.60            |
| US TREASURY NOTES<br>DTD 08/01/2016 1.250% 07/31/2023           | 912828S92    | 2,575,000.00 | AA+                       | Aaa                       | 02/08/19              | 02/12/19               | 2,446,149.41             | 2.44                   | 5,394.06                    | 2,477,586.87              | 2,650,238.41            |
| US TREASURY NOTES<br>DTD 10/01/2018 2.875% 09/30/2023           | 9128285D8    | 2,000,000.00 | AA+                       | Aaa                       | 05/01/19              | 05/01/19               | 2,050,312.50             | 2.27                   | 157.10                      | 2,040,278.90              | 2,175,625.00            |
| US TREASURY NOTES<br>DTD 11/15/2013 2.750% 11/15/2023           | 912828WE6    | 2,195,000.00 | AA+                       | Aaa                       | 03/06/19              | 03/08/19               | 2,217,207.23             | 2.52                   | 22,884.68                   | 2,212,411.49              | 2,381,917.86            |
| US TREASURY N/B<br>DTD 12/31/2018 2.625% 12/31/2023             | 9128285U0    | 490,000.00   | AA+                       | Aaa                       | 01/30/19              | 01/31/19               | 491,454.69               | 2.56                   | 3,250.96                    | 491,129.75                | 531,343.75              |
| US TREASURY N/B NOTES<br>DTD 01/31/2017 2.250% 01/31/2024       | 912828V80    | 3,250,000.00 | AA+                       | Aaa                       | 11/06/19              | 11/07/19               | 3,330,869.14             | 1.64                   | 12,254.46                   | 3,323,512.43              | 3,482,578.13            |
| US TREASURY N/B NOTES<br>DTD 05/01/2017 2.000% 04/30/2024       | 912828X70    | 270,000.00   | AA+                       | Aaa                       | 06/26/19              | 06/27/19               | 272,773.83               | 1.78                   | 2,269.78                    | 272,354.56                | 287,592.17              |
| US TREASURY N/B NOTES<br>DTD 06/30/2017 2.000% 06/30/2024       | 912828XX3    | 2,400,000.00 | AA+                       | Aaa                       | 07/26/19              | 07/30/19               | 2,415,187.50             | 1.86                   | 12,131.87                   | 2,413,207.10              | 2,562,750.00            |
| US TREASURY N/B<br>DTD 07/31/2017 2.125% 07/31/2024             | 9128282N9    | 2,980,000.00 | AA+                       | Aaa                       | 08/01/19              | 08/06/19               | 3,027,610.16             | 1.79                   | 10,612.16                   | 3,021,625.03              | 3,201,637.50            |
| US TREASURY N/B NOTES<br>DTD 08/31/2017 1.875% 08/31/2024       | 9128282U3    | 1,515,000.00 | AA+                       | Aaa                       | 09/03/19              | 09/05/19               | 1,554,472.85             | 1.33                   | 2,470.11                    | 1,550,066.24              | 1,613,001.56            |



**Managed Account Detail of Securities Held**

For the Month Ending **March 31, 2020**

**YOLO COUNTY - TREASURY POOL**

| <b>Security Type/Description<br/>Dated Date/Coupon/Maturity</b>                 | <b>CUSIP</b> | <b>Par</b>           | <b>S&amp;P<br/>Rating</b> | <b>Moody's<br/>Rating</b> | <b>Trade<br/>Date</b> | <b>Settle<br/>Date</b> | <b>Original<br/>Cost</b> | <b>YTM<br/>at Cost</b> | <b>Accrued<br/>Interest</b> | <b>Amortized<br/>Cost</b> | <b>Market<br/>Value</b> |
|---|--------------|----------------------|---------------------------|---------------------------|-----------------------|------------------------|--------------------------|------------------------|-----------------------------|---------------------------|-------------------------|
| <b>U.S. Treasury Bond / Note</b>  |              |                      |                           |                           |                       |                        |                          |                        |                             |                           |                         |
| US TREASURY NOTES<br>DTD 10/02/2017 2.125% 09/30/2024                           | 9128282Y5    | 2,565,000.00         | AA+                       | Aaa                       | 10/01/19              | 10/03/19               | 2,641,649.41             | 1.50                   | 148.92                      | 2,634,309.97              | 2,763,787.50            |
| US TREASURY N/B<br>DTD 11/30/2017 2.125% 11/30/2024                             | 9128283J7    | 1,900,000.00         | AA+                       | Aaa                       | 12/05/19              | 12/06/19               | 1,943,640.63             | 1.64                   | 13,568.65                   | 1,940,944.81              | 2,050,515.72            |
| US TREASURY N/B<br>DTD 11/30/2017 2.125% 11/30/2024                             | 9128283J7    | 2,800,000.00         | AA+                       | Aaa                       | 01/03/20              | 01/07/20               | 2,864,859.38             | 1.63                   | 19,995.90                   | 2,861,904.81              | 3,021,812.64            |
| US TREASURY N/B<br>DTD 11/30/2017 2.125% 11/30/2024                             | 9128283J7    | 3,830,000.00         | AA+                       | Aaa                       | 12/02/19              | 12/04/19               | 3,908,694.53             | 1.69                   | 27,351.54                   | 3,903,760.67              | 4,133,408.00            |
| US TREASURY N/B<br>DTD 02/17/2015 2.000% 02/15/2025                             | 912828J27    | 2,650,000.00         | AA+                       | Aaa                       | 03/02/20              | 03/04/20               | 2,796,888.67             | 0.85                   | 6,697.80                    | 2,794,650.57              | 2,851,234.38            |
| <b>Security Type Sub-Total</b>  |              | <b>89,365,000.00</b> |                           |                           |                       |                        | <b>88,799,653.91</b>     | <b>2.08</b>            | <b>284,844.90</b>           | <b>89,183,175.75</b>      | <b>93,503,571.11</b>    |
| <b>Supra-National Agency Bond / Note</b>  |              |                      |                           |                           |                       |                        |                          |                        |                             |                           |                         |
| INTL BANK OF RECONSTRUCTION AND DEV<br>NOTE<br>DTD 09/19/2017 1.561% 09/12/2020 | 45905UP32    | 5,000,000.00         | AAA                       | Aaa                       | 09/12/17              | 09/19/17               | 4,988,000.00             | 1.64                   | 4,119.31                    | 4,998,161.80              | 5,019,050.00            |
| INTER-AMERICAN DEVELOPMENT BANK<br>DTD 11/08/2013 2.125% 11/09/2020             | 4581X0CD8    | 5,260,000.00         | AAA                       | Aaa                       | 10/02/17              | 10/10/17               | 5,308,755.49             | 1.81                   | 44,089.03                   | 5,269,800.22              | 5,307,650.34            |
| INTERNATIONAL FINANCE CORPORATION<br>NOTE<br>DTD 01/25/2018 2.250% 01/25/2021   | 45950KCM0    | 2,115,000.00         | AAA                       | Aaa                       | 01/18/18              | 01/25/18               | 2,108,781.90             | 2.35                   | 8,724.38                    | 2,113,265.30              | 2,144,227.19            |
| INTERNATIONAL FINANCE CORPORATION<br>NOTE<br>DTD 03/16/2018 2.635% 03/09/2021   | 45950VLQ7    | 3,890,000.00         | AAA                       | Aaa                       | 03/09/18              | 03/16/18               | 3,887,082.50             | 2.66                   | 6,263.98                    | 3,889,052.36              | 3,971,456.60            |
| INTL BANK OF RECONSTRUCTION AND DEV<br>NOTE<br>DTD 07/25/2018 2.750% 07/23/2021 | 459058GH0    | 3,685,000.00         | AAA                       | Aaa                       | 07/18/18              | 07/25/18               | 3,676,377.10             | 2.83                   | 19,141.53                   | 3,681,135.65              | 3,792,406.70            |
| INTL BANK OF RECONSTRUCTION AND DEV<br>NOTE<br>DTD 01/26/2017 2.000% 01/26/2022 | 459058FY4    | 2,500,000.00         | AAA                       | Aaa                       | 09/06/17              | 09/08/17               | 2,528,050.00             | 1.73                   | 9,027.78                    | 2,511,906.10              | 2,566,732.50            |



**Managed Account Detail of Securities Held**

For the Month Ending **March 31, 2020**

**YOLO COUNTY - TREASURY POOL**

| Security Type/Description<br>Dated Date/Coupon/Maturity | CUSIP | Par | S&P Rating | Moody's Rating | Trade Date | Settle Date | Original Cost | YTM at Cost | Accrued Interest | Amortized Cost | Market Value |
|---|-------|-----|------------|----------------|------------|-------------|---------------|-------------|------------------|----------------|--------------|
|---|-------|-----|------------|----------------|------------|-------------|---------------|-------------|------------------|----------------|--------------|

**Supra-National Agency Bond / Note**

|                                |  |                      |  |  |  |  |                      |             |                  |                      |                      |
|--------------------------------|--|----------------------|--|--|--|--|----------------------|-------------|------------------|----------------------|----------------------|
| <b>Security Type Sub-Total</b> |  | <b>22,450,000.00</b> |  |  |  |  | <b>22,497,046.99</b> | <b>2.13</b> | <b>91,366.01</b> | <b>22,463,321.43</b> | <b>22,801,523.33</b> |
|--------------------------------|--|----------------------|--|--|--|--|----------------------|-------------|------------------|----------------------|----------------------|

**Municipal Bond / Note**

|   |           |              |     |     |          |          |              |      |           |              |              |
|---|-----------|--------------|-----|-----|----------|----------|--------------|------|-----------|--------------|--------------|
| SAN DIEGO CCD, CA TXBL GO BONDS<br>DTD 10/16/2019 1.996% 08/01/2023 | 797272ON4 | 725,000.00   | AAA | Aaa | 09/18/19 | 10/16/19 | 725,000.00   | 2.00 | 2,411.83  | 725,000.00   | 736,491.25   |
| CA ST TXBL GO BONDS<br>DTD 10/24/2019 2.400% 10/01/2023             | 13063DRJ9 | 2,430,000.00 | AA- | Aa2 | 10/16/19 | 10/24/19 | 2,478,624.30 | 1.87 | 25,434.00 | 2,473,397.30 | 2,503,993.50 |

|                                |  |                     |  |  |  |  |                     |             |                  |                     |                     |
|--------------------------------|--|---------------------|--|--|--|--|---------------------|-------------|------------------|---------------------|---------------------|
| <b>Security Type Sub-Total</b> |  | <b>3,155,000.00</b> |  |  |  |  | <b>3,203,624.30</b> | <b>1.90</b> | <b>27,845.83</b> | <b>3,198,397.30</b> | <b>3,240,484.75</b> |
|--------------------------------|--|---------------------|--|--|--|--|---------------------|-------------|------------------|---------------------|---------------------|

**Federal Agency Collateralized Mortgage Obligation**

|  |           |              |     |     |          |          |              |      |          |              |              |
|--|-----------|--------------|-----|-----|----------|----------|--------------|------|----------|--------------|--------------|
| FNA 2018-M5 A2<br>DTD 04/01/2018 3.560% 09/25/2021                 | 3136B1XP4 | 1,185,740.35 | AA+ | Aaa | 04/11/18 | 04/30/18 | 1,209,325.93 | 2.27 | 3,517.70 | 1,195,375.07 | 1,193,712.65 |
| FHLMC MULTIFAMILY STRUCTURED P<br>DTD 05/01/2015 2.791% 01/25/2022 | 3137BHXY8 | 2,215,000.00 | AA+ | Aaa | 05/16/19 | 05/21/19 | 2,228,843.75 | 2.20 | 5,151.72 | 2,223,650.73 | 2,252,050.46 |
| FHLMC MULTIFAMILY STRUCTURED P<br>DTD 11/01/2015 2.716% 06/25/2022 | 3137BLUR7 | 1,000,000.00 | AA+ | Aaa | 04/02/19 | 04/05/19 | 1,002,500.00 | 2.46 | 2,263.33 | 1,001,258.34 | 1,018,145.91 |
| FHLMC MULTIFAMILY STRUCTURED P<br>DTD 12/01/2012 2.307% 08/25/2022 | 3137AWOH1 | 1,135,000.00 | AA+ | Aaa | 09/04/19 | 09/09/19 | 1,151,758.98 | 1.25 | 2,182.04 | 1,148,531.22 | 1,157,354.31 |
| FHLMC SERIES K721 A2<br>DTD 12/01/2015 3.090% 08/25/2022           | 3137BM6P6 | 1,350,000.00 | AA+ | Aaa | 04/04/18 | 04/09/18 | 1,361,496.09 | 2.61 | 3,476.25 | 1,355,359.26 | 1,388,554.11 |
| FANNIEMAE-ACES<br>DTD 04/01/2014 3.346% 03/25/2024                 | 3136AJB54 | 1,940,000.00 | AA+ | Aaa | 12/13/19 | 12/18/19 | 2,034,271.88 | 1.04 | 5,409.11 | 2,028,767.36 | 2,064,832.48 |
| FHMS KJ27 A1<br>DTD 11/01/2019 2.092% 07/25/2024                   | 3137FQ3V3 | 754,692.75   | AA+ | Aaa | 11/20/19 | 11/26/19 | 754,674.64   | 2.03 | 1,315.68 | 754,674.64   | 771,441.18   |

|                                |  |                     |  |  |  |  |                     |             |                  |                     |                     |
|--------------------------------|--|---------------------|--|--|--|--|---------------------|-------------|------------------|---------------------|---------------------|
| <b>Security Type Sub-Total</b> |  | <b>9,580,433.10</b> |  |  |  |  | <b>9,742,871.27</b> | <b>1.92</b> | <b>23,315.83</b> | <b>9,707,616.62</b> | <b>9,846,091.10</b> |
|--------------------------------|--|---------------------|--|--|--|--|---------------------|-------------|------------------|---------------------|---------------------|

**Federal Agency Bond / Note**



**Managed Account Detail of Securities Held**

For the Month Ending **March 31, 2020**

**YOLO COUNTY - TREASURY POOL**

| <b>Security Type/Description</b><br><b>Dated Date/Coupon/Maturity</b> | <b>CUSIP</b> | <b>Par</b>           | <b>S&amp;P Rating</b> | <b>Moody's Rating</b> | <b>Trade Date</b> | <b>Settle Date</b> | <b>Original Cost</b> | <b>YTM at Cost</b> | <b>Accrued Interest</b> | <b>Amortized Cost</b> | <b>Market Value</b>  |
|---|--------------|----------------------|-----------------------|-----------------------|-------------------|--------------------|----------------------|--------------------|-------------------------|-----------------------|----------------------|
| <b>Federal Agency Bond / Note</b>                                     |              |                      |                       |                       |                   |                    |                      |                    |                         |                       |                      |
| FHLB NOTES<br>DTD 09/08/2017 1.375% 09/28/2020                        | 3130ACE26    | 390,000.00           | AA+                   | Aaa                   | 01/03/18          | 01/04/18           | 382,999.50           | 2.05               | 44.69                   | 388,712.50            | 391,778.79           |
| FANNIE MAE NOTES<br>DTD 04/13/2018 2.500% 04/13/2021                  | 3135G0U27    | 2,545,000.00         | AA+                   | Aaa                   | 04/12/18          | 04/13/18           | 2,541,207.95         | 2.55               | 29,691.67               | 2,543,661.41          | 2,601,346.30         |
| FANNIE MAE NOTES<br>DTD 01/11/2019 2.625% 01/11/2022                  | 3135G0U92    | 195,000.00           | AA+                   | Aaa                   | 01/09/19          | 01/11/19           | 194,859.60           | 2.65               | 1,137.50                | 194,915.50            | 202,439.45           |
| FANNIE MAE NOTES<br>DTD 09/14/2018 2.875% 09/12/2023                  | 3135G0U43    | 5,480,000.00         | AA+                   | Aaa                   | 12/03/18          | 12/06/18           | 5,468,930.40         | 2.92               | 8,315.14                | 5,471,943.52          | 5,921,583.88         |
| FEDERAL HOME LOAN BANKS NOTES<br>DTD 12/09/2013 3.375% 12/08/2023     | 3130A0F70    | 3,620,000.00         | AA+                   | Aaa                   | 01/30/19          | 01/31/19           | 3,726,695.48         | 2.72               | 38,349.38               | 3,702,357.28          | 3,996,320.72         |
| FANNIE MAE NOTES<br>DTD 02/08/2019 2.500% 02/05/2024                  | 3135G0V34    | 2,825,000.00         | AA+                   | Aaa                   | 02/07/19          | 02/08/19           | 2,814,491.00         | 2.58               | 10,986.11               | 2,816,787.19          | 3,036,092.48         |
| FHLB BONDS<br>DTD 02/15/2019 2.500% 02/13/2024                        | 3130AFW94    | 805,000.00           | AA+                   | Aaa                   | 02/14/19          | 02/15/19           | 802,150.30           | 2.58               | 2,683.33                | 802,762.12            | 865,496.56           |
| FNMA BENCHMARK NOTES<br>DTD 09/08/2014 2.625% 09/06/2024              | 3135G0ZR7    | 1,200,000.00         | AA+                   | Aaa                   | 03/19/20          | 03/20/20           | 1,283,940.00         | 1.02               | 2,187.50                | 1,283,376.84          | 1,304,785.20         |
| FANNIE MAE NOTES<br>DTD 01/10/2020 1.625% 01/07/2025                  | 3135G0X24    | 4,385,000.00         | AA+                   | Aaa                   | 03/03/20          | 03/04/20           | 4,521,680.45         | 0.96               | 16,032.66               | 4,519,612.13          | 4,582,601.26         |
| FREDDIE MAC NOTES<br>DTD 02/14/2020 1.500% 02/12/2025                 | 3137EAEP0    | 1,490,000.00         | AA+                   | Aaa                   | 02/27/20          | 02/28/20           | 1,512,528.80         | 1.18               | 2,917.92                | 1,512,123.43          | 1,549,594.04         |
| <b>Security Type Sub-Total</b>  |              | <b>22,935,000.00</b> |                       |                       |                   |                    | <b>23,249,483.48</b> | <b>2.20</b>        | <b>112,345.90</b>       | <b>23,236,251.92</b>  | <b>24,452,038.68</b> |
| <b>Corporate Note</b>   |              |                      |                       |                       |                   |                    |                      |                    |                         |                       |                      |
| UNILEVER CAPITAL CORP BONDS<br>DTD 05/05/2017 1.800% 05/05/2020       | 904764AV9    | 375,000.00           | A+                    | A1                    | 05/02/17          | 05/05/17           | 373,803.75           | 1.91               | 2,737.50                | 374,961.44            | 374,884.88           |
| IBM CREDIT CORP NOTE<br>DTD 09/08/2017 1.800% 01/20/2021              | 44932HAB9    | 2,700,000.00         | A                     | A2                    | 09/08/17          | 09/12/17           | 2,692,062.00         | 1.89               | 9,585.00                | 2,698,051.57          | 2,691,770.40         |





**Managed Account Detail of Securities Held**

For the Month Ending **March 31, 2020**

**YOLO COUNTY - TREASURY POOL**

| <b>Security Type/Description<br/>Dated Date/Coupon/Maturity</b>              | <b>CUSIP</b> | <b>Par</b>   | <b>S&amp;P<br/>Rating</b> | <b>Moody's<br/>Rating</b> | <b>Trade<br/>Date</b> | <b>Settle<br/>Date</b> | <b>Original<br/>Cost</b> | <b>YTM<br/>at Cost</b> | <b>Accrued<br/>Interest</b> | <b>Amortized<br/>Cost</b> | <b>Market<br/>Value</b> |
|--|--------------|--------------|---------------------------|---------------------------|-----------------------|------------------------|--------------------------|------------------------|-----------------------------|---------------------------|-------------------------|
| <b>Corporate Note</b>  |              |              |                           |                           |                       |                        |                          |                        |                             |                           |                         |
| BRANCH BANKING & TRUST (CALLABLE) NOTES<br>DTD 10/26/2017 2.150% 02/01/2021  | 05531FAZ6    | 1,375,000.00 | A-                        | A3                        | 10/23/17              | 10/26/17               | 1,374,367.50             | 2.17                   | 4,927.08                    | 1,374,829.21              | 1,373,336.25            |
| JP MORGAN CHASE & CO CORP NT (CALLABLE)<br>DTD 03/01/2016 2.550% 03/01/2021  | 46625HOJ2    | 3,025,000.00 | A-                        | A2                        | 07/10/17              | 07/13/17               | 3,043,936.50             | 2.37                   | 6,428.13                    | 3,029,615.76              | 3,036,416.35            |
| EXXON MOBIL CORPORATE (CALLABLE) NOTES<br>DTD 03/03/2016 2.222% 03/01/2021   | 30231GAV4    | 4,255,000.00 | AA                        | Aaa                       | 09/06/17              | 09/08/17               | 4,314,910.40             | 1.80                   | 7,878.84                    | 4,270,048.40              | 4,243,200.89            |
| BANK OF NEW YORK MELLON CORP (CALLABLE)<br>DTD 02/19/2016 2.500% 04/15/2021  | 06406FAA1    | 5,000,000.00 | A                         | A1                        | 09/07/17              | 09/11/17               | 5,088,600.00             | 1.99                   | 57,638.89                   | 5,024,760.75              | 5,025,165.00            |
| BANK OF AMERICA CORP NOTE<br>DTD 04/19/2016 2.625% 04/19/2021                | 06051GFW4    | 2,635,000.00 | A-                        | A2                        | 11/01/17              | 11/03/17               | 2,654,736.15             | 2.40                   | 31,125.94                   | 2,641,163.40              | 2,651,503.01            |
| AMERICAN EXPRESS CREDIT (CALLABLE) NOTES<br>DTD 05/05/2016 2.250% 05/05/2021 | 0258M0EB1    | 1,375,000.00 | A-                        | A2                        | 08/08/17              | 08/11/17               | 1,377,956.25             | 2.19                   | 12,546.88                   | 1,375,855.11              | 1,374,984.88            |
| AMERICAN HONDA FINANCE<br>DTD 07/12/2016 1.650% 07/12/2021                   | 02665WBF7    | 2,000,000.00 | A                         | A3                        | 08/08/17              | 08/11/17               | 1,968,900.00             | 2.06                   | 7,241.67                    | 1,989,571.32              | 1,977,500.00            |
| GOLDMAN SACHS GROUP CORP NOTES<br>DTD 07/27/2011 5.250% 07/27/2021           | 38141GGO1    | 2,380,000.00 | BBB+                      | A3                        | 11/03/17              | 11/07/17               | 2,608,218.20             | 2.53                   | 22,213.33                   | 2,463,518.65              | 2,466,372.58            |
| AMERICAN HONDA FINANCE CORP NOTES<br>DTD 09/09/2016 1.700% 09/09/2021        | 02665WBG5    | 635,000.00   | A                         | A3                        | 02/21/19              | 02/25/19               | 615,295.95               | 2.98                   | 659.69                      | 623,656.43                | 624,497.10              |
| AMERICAN HONDA FINANCE CORP NOTES<br>DTD 09/09/2016 1.700% 09/09/2021        | 02665WBG5    | 2,500,000.00 | A                         | A3                        | 09/06/17              | 09/08/17               | 2,476,050.00             | 1.95                   | 2,597.22                    | 2,491,177.50              | 2,458,650.00            |
| CISCO SYSTEMS INC CORP (CALLABLE) NOTES<br>DTD 09/20/2016 1.850% 09/20/2021  | 17275RBJ0    | 2,500,000.00 | AA-                       | A1                        | 01/10/19              | 01/14/19               | 2,430,325.00             | 2.94                   | 1,413.19                    | 2,461,197.60              | 2,519,595.00            |
| CITIGROUP INC CORP (CALLABLE) NOTE<br>DTD 12/08/2016 2.900% 12/08/2021       | 172967LC3    | 2,635,000.00 | BBB+                      | A3                        | 11/20/17              | 11/22/17               | 2,652,997.05             | 2.72                   | 23,985.82                   | 2,642,540.61              | 2,657,848.09            |



**Managed Account Detail of Securities Held**

For the Month Ending **March 31, 2020**

**YOLO COUNTY - TREASURY POOL**

| <b>Security Type/Description</b><br><b>Dated Date/Coupon/Maturity</b>   | <b>CUSIP</b> | <b>Par</b>           | <b>S&amp;P Rating</b> | <b>Moody's Rating</b> | <b>Trade Date</b> | <b>Settle Date</b> | <b>Original Cost</b> | <b>YTM at Cost</b> | <b>Accrued Interest</b> | <b>Amortized Cost</b> | <b>Market Value</b>  |
|---|--------------|----------------------|-----------------------|-----------------------|-------------------|--------------------|----------------------|--------------------|-------------------------|-----------------------|----------------------|
| <b>Corporate Note</b>   |              |                      |                       |                       |                   |                    |                      |                    |                         |                       |                      |
| APPLE INC CORP NOTES<br>DTD 02/09/2017 2.500% 02/09/2022                | 037833CM0    | 3,505,000.00         | AA+                   | Aa1                   | 01/07/19          | 01/09/19           | 3,452,985.80         | 3.01               | 12,656.94               | 3,473,166.82          | 3,600,938.86         |
| NATIONAL RURAL UTIL COOP CORP NOTES<br>DTD 02/02/2012 3.050% 02/15/2022 | 637432MQ5    | 540,000.00           | A                     | A1                    | 04/03/18          | 04/05/18           | 539,325.00           | 3.08               | 2,104.50                | 539,669.17            | 538,112.16           |
| CHEVRON CORP (CALLABLE) NOTES<br>DTD 03/03/2017 2.498% 03/03/2022       | 166764BN9    | 1,650,000.00         | AA                    | Aa2                   | 08/08/17          | 08/11/17           | 1,671,136.50         | 2.20               | 3,205.77                | 1,658,943.38          | 1,670,486.40         |
| BB&T CORP (CALLABLE) NOTES<br>DTD 03/21/2017 2.750% 04/01/2022          | 05531FAX1    | 1,225,000.00         | A-                    | A3                    | 04/03/18          | 04/05/18           | 1,202,251.75         | 3.25               | 16,843.75               | 1,213,230.19          | 1,232,320.60         |
| NATIONAL RURAL UTIL COOP CORP NOTES<br>DTD 04/25/2017 2.400% 04/25/2022 | 637432NM3    | 540,000.00           | A                     | A1                    | 04/03/18          | 04/05/18           | 525,231.00           | 3.12               | 5,616.00                | 532,246.35            | 514,559.52           |
| JOHN DEERE CAPITAL CORP CORP NOTES<br>DTD 09/12/2019 1.950% 06/13/2022  | 24422EVA4    | 2,350,000.00         | A                     | A2                    | 10/18/19          | 10/22/19           | 2,356,039.50         | 1.85               | 13,747.50               | 2,355,042.09          | 2,316,500.75         |
| TOYOTA MOTOR CREDIT CORP NOTES<br>DTD 09/08/2017 2.150% 09/08/2022      | 89236TEC5    | 3,400,000.00         | AA-                   | A1                    | 09/08/17          | 09/12/17           | 3,391,840.00         | 2.20               | 4,670.28                | 3,395,906.74          | 3,375,030.40         |
| VISA INC (CALLABLE) NOTE<br>DTD 09/11/2017 2.150% 09/15/2022            | 92826CAG7    | 2,700,000.00         | AA-                   | Aa3                   | 09/21/17          | 09/25/17           | 2,684,070.00         | 2.28               | 2,580.00                | 2,691,913.96          | 2,749,739.40         |
| UNITED PARCEL SERVICE CORP NOTES<br>DTD 09/27/2012 2.450% 10/01/2022    | 911312AO9    | 1,480,000.00         | A                     | A2                    | 03/01/18          | 03/05/18           | 1,443,162.80         | 3.04               | 18,130.00               | 1,459,240.28          | 1,476,234.88         |
| US BANK NA CINCINNATI CORP NOTES<br>DTD 02/04/2019 3.375% 02/05/2024    | 91159HHV5    | 2,855,000.00         | A+                    | A1                    | 07/18/19          | 07/22/19           | 2,982,104.60         | 2.33               | 14,988.75               | 2,963,577.02          | 2,974,139.15         |
| 3M COMPANY<br>DTD 09/14/2018 3.250% 02/14/2024                          | 88579YBB6    | 2,265,000.00         | A+                    | A1                    | 10/17/19          | 10/21/19           | 2,386,449.30         | 1.95               | 9,610.52                | 2,374,425.57          | 2,388,075.57         |
| UNITEDHEALTH GROUP INC CORP NOTES<br>DTD 12/17/2018 3.500% 02/15/2024   | 91324PDM1    | 2,260,000.00         | A+                    | A3                    | 10/17/19          | 10/21/19           | 2,386,899.00         | 2.13               | 10,107.22               | 2,374,392.68          | 2,399,290.58         |
| WALMART INC CORPORATE NOTES<br>DTD 04/23/2019 2.850% 07/08/2024         | 931142EL3    | 4,150,000.00         | AA                    | Aa2                   | 07/10/19          | 07/12/19           | 4,274,998.00         | 2.21               | 27,268.96               | 4,257,796.04          | 4,309,596.55         |
| <b>Security Type Sub-Total</b>  |              | <b>62,310,000.00</b> |                       |                       |                   |                    | <b>62,968,652.00</b> | <b>2.30</b>        | <b>332,509.37</b>       | <b>62,750,498.04</b>  | <b>63,020,749.25</b> |



**Managed Account Detail of Securities Held**

For the Month Ending **March 31, 2020**

**YOLO COUNTY - TREASURY POOL**

| <b>Security Type/Description</b>  | <b>Dated Date/Coupon/Maturity</b> | <b>CUSIP</b> | <b>Par</b>          | <b>S&amp;P Rating</b> | <b>Moody's Rating</b> | <b>Trade Date</b> | <b>Settle Date</b> | <b>Original Cost</b> | <b>YTM at Cost</b> | <b>Accrued Interest</b> | <b>Amortized Cost</b> | <b>Market Value</b> |
|---|-----------------------------------|--------------|---------------------|-----------------------|-----------------------|-------------------|--------------------|----------------------|--------------------|-------------------------|-----------------------|---------------------|
| <b>Commercial Paper</b>   |                                   |              |                     |                       |                       |                   |                    |                      |                    |                         |                       |                     |
| CREDIT AGRICOLE CIB NY COMM PAPER<br>DTD 10/18/2019 0.000% 04/20/2020         |                                   | 22533TDL7    | 3,845,000.00        | A-1                   | P-1                   | 10/18/19          | 10/18/19           | 3,808,050.62         | 1.89               | 0.00                    | 3,841,205.18          | 3,842,577.65        |
| ING (US) FUNDING LLC COMM PAPER<br>DTD 10/24/2019 0.000% 05/05/2020           |                                   | 4497W0E53    | 3,000,000.00        | A-1                   | P-1                   | 10/24/19          | 10/28/19           | 2,970,708.33         | 1.87               | 0.00                    | 2,994,758.34          | 2,996,538.00        |
| NATIXIS NY BRANCH COMM PAPER<br>DTD 10/07/2019 0.000% 05/07/2020              |                                   | 63873JE71    | 730,000.00          | A-1                   | P-1                   | 10/07/19          | 10/08/19           | 721,617.17           | 1.97               | 0.00                    | 728,576.50            | 728,630.52          |
| <b>Security Type Sub-Total</b>  |                                   |              | <b>7,575,000.00</b> |                       |                       |                   |                    | <b>7,500,376.12</b>  | <b>1.89</b>        | <b>0.00</b>             | <b>7,564,540.02</b>   | <b>7,567,746.17</b> |
| <b>Certificate of Deposit</b>   |                                   |              |                     |                       |                       |                   |                    |                      |                    |                         |                       |                     |
| CANADIAN IMP BK COMM NY FLT CERT<br>DEPOS<br>DTD 04/10/2018 2.234% 04/10/2020 |                                   | 13606BVF0    | 3,105,000.00        | A-1                   | P-1                   | 04/06/18          | 04/10/18           | 3,105,000.00         | 2.78               | 15,799.97               | 3,105,000.00          | 3,104,012.61        |
| BANK OF NOVA SCOTIA HOUSTON CD<br>DTD 06/07/2018 3.080% 06/05/2020            |                                   | 06417GU22    | 725,000.00          | A-1                   | P-1                   | 06/05/18          | 06/07/18           | 724,724.50           | 3.10               | 7,195.22                | 724,974.79            | 727,602.75          |
| BANK OF MONTREAL CHICAGO CERT DEPOS<br>DTD 08/03/2018 3.190% 08/03/2020       |                                   | 06370REU9    | 4,450,000.00        | A-1                   | P-1                   | 08/01/18          | 08/03/18           | 4,450,000.00         | 3.23               | 94,636.67               | 4,450,000.00          | 4,484,901.35        |
| WESTPAC BANKING CORP NY CD<br>DTD 08/07/2017 2.050% 08/03/2020                |                                   | 96121T4A3    | 4,490,000.00        | A-1+                  | P-1                   | 08/03/17          | 08/07/17           | 4,490,000.00         | 2.05               | 13,806.75               | 4,490,000.00          | 4,506,590.55        |
| SUMITOMO MITSUI BANK NY CERT DEPOS<br>DTD 10/18/2018 3.390% 10/16/2020        |                                   | 86565BPC9    | 2,455,000.00        | A-1                   | P-1                   | 10/16/18          | 10/18/18           | 2,451,661.20         | 3.46               | 38,838.10               | 2,453,543.35          | 2,486,767.70        |
| SWEDBANK (NEW YORK) CERT DEPOS<br>DTD 11/17/2017 2.270% 11/16/2020            |                                   | 87019U6D6    | 5,315,000.00        | A-1                   | P-1                   | 11/16/17          | 11/17/17           | 5,315,000.00         | 2.30               | 45,243.94               | 5,315,000.00          | 5,351,423.70        |
| MUFG BANK LTD/NY CERT DEPOS<br>DTD 02/28/2019 2.970% 02/26/2021               |                                   | 55379WZT6    | 2,700,000.00        | A-1                   | P-1                   | 02/27/19          | 02/28/19           | 2,700,000.00         | 2.99               | 7,796.25                | 2,700,000.00          | 2,746,148.40        |
| CREDIT AGRICOLE CIB NY CERT DEPOS<br>DTD 04/04/2019 2.830% 04/02/2021         |                                   | 22535CDU2    | 2,545,000.00        | A+                    | Aa3                   | 04/03/19          | 04/04/19           | 2,545,000.00         | 2.85               | 72,623.70               | 2,545,000.00          | 2,584,618.02        |
| SOCIETE GENERALE NY CERT DEPOS<br>DTD 02/19/2020 1.800% 02/14/2022            |                                   | 83369XDL9    | 2,710,000.00        | A                     | A1                    | 02/14/20          | 02/19/20           | 2,710,000.00         | 1.80               | 5,691.00                | 2,710,000.00          | 2,634,445.20        |



**Managed Account Detail of Securities Held**

For the Month Ending **March 31, 2020**

**YOLO COUNTY - TREASURY POOL**

| <b>Security Type/Description</b><br><b>Dated Date/Coupon/Maturity</b>   | <b>CUSIP</b> | <b>Par</b>           | <b>S&amp;P Rating</b> | <b>Moody's Rating</b> | <b>Trade Date</b> | <b>Settle Date</b> | <b>Original Cost</b> | <b>YTM at Cost</b> | <b>Accrued Interest</b> | <b>Amortized Cost</b> | <b>Market Value</b>  |
|---|--------------|----------------------|-----------------------|-----------------------|-------------------|--------------------|----------------------|--------------------|-------------------------|-----------------------|----------------------|
| <b>Certificate of Deposit</b>   |              |                      |                       |                       |                   |                    |                      |                    |                         |                       |                      |
| SKANDINAV ENSKILDA BANK LT CD<br>DTD 09/03/2019 1.860% 08/26/2022       | 83050PDR7    | 3,720,000.00         | A+                    | Aa2                   | 08/29/19          | 09/03/19           | 3,720,000.00         | 1.88               | 6,727.00                | 3,720,000.00          | 3,780,450.00         |
| NORDEA BANK ABP NEW YORK CERT DEPOS<br>DTD 08/29/2019 1.850% 08/26/2022 | 65558TLL7    | 3,910,000.00         | AA-                   | Aa3                   | 08/27/19          | 08/29/19           | 3,910,000.00         | 1.87               | 7,032.57                | 3,910,000.00          | 3,972,610.83         |
| DNB BANK ASA/NY LT CD<br>DTD 12/04/2019 2.040% 12/02/2022               | 23341VZT1    | 1,980,000.00         | AA-                   | Aa2                   | 12/05/19          | 12/06/19           | 1,980,000.00         | 2.04               | 13,127.40               | 1,980,000.00          | 2,025,749.88         |
| <b>Security Type Sub-Total</b>  |              | <b>38,105,000.00</b> |                       |                       |                   |                    | <b>38,101,385.70</b> | <b>2.46</b>        | <b>328,518.57</b>       | <b>38,103,518.14</b>  | <b>38,405,320.99</b> |
| <b>Asset-Backed Security</b>  |              |                      |                       |                       |                   |                    |                      |                    |                         |                       |                      |
| TOYOTA ABS 2017-A A3<br>DTD 03/15/2017 1.730% 02/15/2021                | 89238MAD0    | 25,517.65            | AAA                   | Aaa                   | 03/07/17          | 03/15/17           | 25,514.65            | 1.74               | 19.62                   | 25,516.93             | 25,507.91            |
| JOHN DEERE ABS 2017-A A3<br>DTD 03/02/2017 1.780% 04/15/2021            | 47787XAC1    | 11,225.77            | NR                    | Aaa                   | 02/22/17          | 03/02/17           | 11,224.17            | 1.79               | 8.88                    | 11,225.30             | 11,222.49            |
| ALLY ABS 2017-1 A3<br>DTD 01/31/2017 1.700% 06/15/2021                  | 02007PAC7    | 49,747.74            | NR                    | Aaa                   | 01/24/17          | 01/31/17           | 49,743.39            | 1.70               | 37.59                   | 49,746.71             | 49,720.83            |
| HONDA ABS 2017-1 A3<br>DTD 03/28/2017 1.720% 07/21/2021                 | 43814TAC6    | 209,562.38           | NR                    | Aaa                   | 03/21/17          | 03/28/17           | 209,549.90           | 1.72               | 100.12                  | 209,557.92            | 208,490.59           |
| ALLY ABS 2017-2 A3<br>DTD 03/29/2017 1.780% 08/15/2021                  | 02007HAC5    | 249,620.55           | NR                    | Aaa                   | 03/21/17          | 03/29/17           | 249,591.12           | 1.79               | 197.48                  | 249,612.41            | 249,360.77           |
| HONDA ABS 2017-2 A3<br>DTD 06/27/2017 1.680% 08/15/2021                 | 43811BAC8    | 768,532.41           | AAA                   | Aaa                   | 06/20/17          | 06/27/17           | 768,465.93           | 1.68               | 573.84                  | 768,509.17            | 766,677.71           |
| HYUNDAI ABS 2017-A A3<br>DTD 03/29/2017 1.760% 08/16/2021               | 44931PAD8    | 223,428.20           | AAA                   | NR                    | 03/22/17          | 03/29/17           | 223,410.12           | 1.76               | 174.77                  | 223,422.22            | 222,327.86           |
| JOHN DEERE ABS 2017-B A3<br>DTD 07/15/2017 1.820% 10/15/2021            | 47788BAD6    | 217,927.86           | NR                    | Aaa                   | 07/11/17          | 07/18/17           | 217,911.91           | 1.82               | 176.28                  | 217,921.22            | 217,609.36           |
| HAROT 2017-4 A3<br>DTD 11/29/2017 2.050% 11/21/2021                     | 43813FAC7    | 601,624.72           | NR                    | Aaa                   | 11/22/17          | 11/29/17           | 601,539.95           | 2.06               | 342.59                  | 601,588.36            | 594,159.28           |
| TAOT 2017-D A3<br>DTD 11/15/2017 1.930% 01/15/2022                      | 89238KAD4    | 991,593.83           | AAA                   | Aaa                   | 11/07/17          | 11/15/17           | 991,502.41           | 2.26               | 850.57                  | 991,553.24            | 990,261.62           |



**Managed Account Detail of Securities Held**

For the Month Ending **March 31, 2020**

**YOLO COUNTY - TREASURY POOL**

| <b>Security Type/Description<br/>Dated Date/Coupon/Maturity</b>    | <b>CUSIP</b> | <b>Par</b>            | <b>S&amp;P<br/>Rating</b> | <b>Moody's<br/>Rating</b> | <b>Trade<br/>Date</b> | <b>Settle<br/>Date</b> | <b>Original<br/>Cost</b> | <b>YTM<br/>at Cost</b> | <b>Accrued<br/>Interest</b> | <b>Amortized<br/>Cost</b> | <b>Market<br/>Value</b> |
|--|--------------|-----------------------|---------------------------|---------------------------|-----------------------|------------------------|--------------------------|------------------------|-----------------------------|---------------------------|-------------------------|
| <b>Asset-Backed Security</b>                                       |              |                       |                           |                           |                       |                        |                          |                        |                             |                           |                         |
| HYUNDAI ABS 2017-B A3<br>DTD 08/16/2017 1.770% 01/18/2022          | 44932GAD7    | 878,693.95            | AAA                       | Aaa                       | 08/09/17              | 08/16/17               | 878,541.67               | 1.78                   | 691.24                      | 878,630.03                | 870,514.36              |
| ALLYA 2017-5 A3<br>DTD 11/22/2017 1.990% 03/15/2022                | 02007YAC8    | 828,236.14            | AAA                       | Aaa                       | 11/14/17              | 11/22/17               | 828,171.87               | 1.99                   | 732.53                      | 828,206.08                | 818,616.59              |
| HART 2018-A A3<br>DTD 04/18/2018 2.790% 07/15/2022                 | 44891KAD7    | 848,783.77            | AAA                       | Aaa                       | 04/10/18              | 04/18/18               | 848,655.94               | 2.80                   | 1,052.49                    | 848,712.99                | 842,875.22              |
| HAROT 2019-1 A3<br>DTD 02/27/2019 2.830% 03/20/2023                | 43814WAC9    | 665,000.00            | AAA                       | NR                        | 02/19/19              | 02/27/19               | 664,982.18               | 2.83                   | 679.59                      | 664,987.03                | 656,479.55              |
| HYUNDAI AUTO RECEIVABLES TRUST<br>DTD 04/10/2019 2.660% 06/15/2023 | 44932NAD2    | 1,040,000.00          | AAA                       | NR                        | 04/03/19              | 04/10/19               | 1,039,863.14             | 2.67                   | 1,229.51                    | 1,039,894.56              | 1,032,123.87            |
| NAROT 2019-A A3<br>DTD 02/13/2019 2.900% 10/15/2023                | 65479KAD2    | 1,570,000.00          | NR                        | Aaa                       | 02/05/19              | 02/13/19               | 1,569,762.15             | 2.91                   | 2,023.56                    | 1,569,818.23              | 1,583,923.39            |
| COPAR 2019-1 A3<br>DTD 05/30/2019 2.510% 11/15/2023                | 14042WAC4    | 690,000.00            | AAA                       | Aaa                       | 05/21/19              | 05/30/19               | 689,860.21               | 2.52                   | 769.73                      | 689,884.85                | 686,413.45              |
| NAROT 2019-B A3<br>DTD 05/28/2019 2.500% 11/15/2023                | 65479HAC1    | 1,365,000.00          | NR                        | Aaa                       | 05/21/19              | 05/28/19               | 1,364,691.37             | 2.51                   | 1,516.67                    | 1,364,746.29              | 1,345,031.42            |
| CARMX 2019-2 A3<br>DTD 04/17/2019 2.680% 03/15/2024                | 14316LAC7    | 855,000.00            | AAA                       | NR                        | 04/09/19              | 04/17/19               | 854,912.62               | 2.90                   | 1,018.40                    | 854,929.07                | 861,333.41              |
| HAROT 2020-1 A3<br>DTD 02/26/2020 1.610% 04/21/2024                | 43813RAC1    | 1,440,000.00          | NR                        | Aaa                       | 02/19/20              | 02/26/20               | 1,439,717.76             | 1.62                   | 644.00                      | 1,439,723.46              | 1,381,982.98            |
| TAOT 2020-A A3<br>DTD 02/12/2020 1.660% 05/15/2024                 | 89232HAC9    | 1,985,000.00          | AAA                       | Aaa                       | 02/04/20              | 02/12/20               | 1,984,856.68             | 1.66                   | 1,464.49                    | 1,984,861.55              | 1,916,493.08            |
| CARMX 2020-1 A3<br>DTD 01/22/2020 1.890% 12/15/2024                | 14315XAC2    | 945,000.00            | AAA                       | NR                        | 01/14/20              | 01/22/20               | 944,814.59               | 1.90                   | 793.80                      | 944,821.15                | 939,743.53              |
| <b>Security Type Sub-Total</b>                                     |              | <b>16,459,494.97</b>  |                           |                           |                       |                        | <b>16,457,283.73</b>     | <b>2.22</b>            | <b>15,097.75</b>            | <b>16,457,868.77</b>      | <b>16,270,869.27</b>    |
| <b>Managed Account Sub-Total</b>                                   |              | <b>271,934,928.07</b> |                           |                           |                       |                        | <b>272,520,377.50</b>    | <b>2.19</b>            | <b>1,215,844.16</b>         | <b>272,665,187.99</b>     | <b>279,108,394.65</b>   |



**Managed Account Detail of Securities Held**

For the Month Ending **March 31, 2020**

**YOLO COUNTY - TREASURY POOL**

|                             |                         |                         |              |                       |                         |                         |
|-----------------------------|-------------------------|-------------------------|--------------|-----------------------|-------------------------|-------------------------|
| <b>Securities Sub-Total</b> | <b>\$271,934,928.07</b> | <b>\$272,520,377.50</b> | <b>2.19%</b> | <b>\$1,215,844.16</b> | <b>\$272,665,187.99</b> | <b>\$279,108,394.65</b> |
| <b>Accrued Interest</b>     |                         |                         |              |                       |                         | <b>\$1,215,844.16</b>   |
| <b>Total Investments</b>    |                         |                         |              |                       |                         | <b>\$280,324,238.81</b> |



## Disclosures

*This material is based on information obtained from sources generally believed to be reliable and available to the public; however, PFM Asset Management LLC cannot guarantee its accuracy, completeness, or suitability. This material is for general information purposes only and is not intended to provide specific advice or a specific recommendation. All statements as to what will or may happen under certain circumstances are based on assumptions, some but not all of which are noted in the presentation. Assumptions may or may not be proven correct as actual events occur, and results may depend on events outside of your or our control. Changes in assumptions may have a material effect on results. Past performance does not necessarily reflect and is not a guaranty of future results. The information contained in this presentation is not an offer to purchase or sell any securities.*

**5. 5. P-2 Attendance** 

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**Description**

Attached is the 2019/2020 P-2 ADA report.

**Recommendation**

For information.

**Supporting Documents**

 [2019-2020 P-2 Board Info.pdf](#)

**Contact Person**

Debra Hinely, Director, Internal Business Services will present this item.



**YOLO COUNTY OFFICE OF EDUCATION**  
**Estimated / Actual Average Daily Attendance**  
**2019 / 2020**  
**May 1, 2020**

| 2018/2019     | 2019/2020                 | 2019/2020  | 2019/2020                 | 2019/2020                 | 2019/2020                         |
|---------------|---------------------------|--|---------------------------|---------------------------|-----------------------------------|
| Funded<br>ADA | Original<br>Budget<br>(A) | 1st Interim<br>Revised<br>October 31<br>est. funding | Period 1<br>Actual<br>(B) | Period 2<br>Actual<br>(C) | Annual<br>Actual<br>Funded<br>(D) |

PROGRAM

|                             |       |       |       |       |       |  |
|-----------------------------|-------|-------|-------|-------|-------|--|
| Cesar Chavez - Wldd Campus  | 41.68 | 40.00 | 40.00 | 37.76 | 37.92 |  |
| Cesar Chavez - W Sac Campus | 8.93  | 7.20  | 7.20  | 4.36  | 4.11  |  |
| Cesar Chavez - YCCP         |       |       | 12.00 | 11.69 | 12.84 |  |
|                             | 50.61 | 47.20 | 59.20 | 53.81 | 54.87 |  |

CHARTER July - August 9, 2019 (closed)

|      |                    |       |       |      |      |      |      |
|------|--------------------|-------|-------|------|------|------|------|
| YCCP | TRANSFERRED to CCC | 13.28 | 12.00 | 0.24 | 2.00 | 1.04 | 0.80 |
| YCMP | CLOSED             | 10.43 | 21.00 | 0.24 | 1.20 | 0.62 | 0.48 |
|      |                    | 23.71 | 33.00 | 0.48 | 3.20 | 1.66 | 1.28 |

|                    |  |       |      |      |       |       |  |
|--------------------|--|-------|------|------|-------|-------|--|
| Juvenile Hall YOLO |  | 10.03 | 0.00 | 3.00 | 7.51  | 8.26  |  |
| ORR                |  | 18.23 | 0.00 | 4.50 | 11.10 | 8.22  |  |
|                    |  | 28.26 | 0.00 | 7.50 | 18.61 | 16.48 |  |

|                         |  |        |  |  |        |        |  |
|-------------------------|--|--------|--|--|--------|--------|--|
| Special Education       |  | 128.39 |  |  | 130.52 | 128.79 |  |
| Special Education - ESY |  | 9.64   |  |  | 9.43   | 9.43   |  |

Special Education  
ADA by District

|            | ESY  | P1     | P2     | ANNUAL |
|------------|------|--------|--------|--------|
| Davis      | 1.87 | 22.86  | 23.40  |        |
| Esparto    | 0.17 | 2.98   | 1.83   |        |
| Washington | 2.11 | 33.72  | 34.05  |        |
| Winters    | 0.90 | 9.01   | 9.50   |        |
| Woodland   | 4.38 | 61.95  | 60.01  |        |
|            | 9.43 | 130.52 | 128.79 | 0.00   |

## 5. 6. 2020-2021 Education Protection Account Spending Plan

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### Description

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount, which includes charter school general purpose funding. A corresponding reduction is made to an LEA's revenue limit or charter school general purpose state aid equal to the amount of their EPA entitlement.

### Supporting Documents

 [2020-2021 EPA YCOE Plan.pdf](#)

### Contact Person

Presented by Debra Hinely, Director, Internal Business Services

### Information

Information item

## **Education Protection Account Spending Plan**

The voters approved Proposition 30 on November 6, 2012 (sun setting 12/31/2017) which created the Education Protection Account and subsequently approved Proposition 55 on November 8, 2016 (commencing 1/1/2018).

The Yolo County Office of Education has the sole authority to determine how the monies received from the Education Protection Account are spent; and the governing board shall make the spending determinations in open session of a public meeting.

The monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative costs.

The Yolo County Office of Education shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent.

The moneys received from the Education Protection Account shall be spent as required by Article XIII Section 36 in the following manner:

To pay for county services to districts.

## 5. 7. First Reading of Board Policy

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### Quick Summary / Abstract

BP/SP 6157 - Distance Learning

### Recommendation

For information. The Board will be asked to consider adopting this policy at the June regular Board Meeting.

### Supporting Documents



[BP 6157 1st Reading 5.12.20.pdf](#)

### Contact Person

Carolynne Beno, Associate Superintendent, Educational Services will present this item.

**DISTANCE LEARNING**

The Yolo County Governing Board recognizes that distance learning can be a viable alternative instructional strategy that supports student achievement of academic goals. Distance learning opportunities may be offered to students participating in independent study, credit recovery courses, enrichment courses, or other courses identified by the Yolo County Superintendent of Schools or designee, or in the event that a school site is physically closed due to widespread illness, natural disaster, or other emergency.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)  
(cf. 3516.5 - Emergency Schedules)  
(cf. 4113.5/4213.5/4313.5 - Working Remotely)  
(cf. 6158 - Independent Study)

The Yolo County Office of Education may offer distance learning through a variety of delivery methods as appropriate for the grade level and subject matter. Distance learning opportunities may include video, audio, and/or written instruction in which the primary mode of communication between the student and teacher is online interaction, instructional television, live or prerecorded video, telecourses, and other instruction that relies on computer or communications technology. They may also include the use of print materials with written or oral feedback.

The County Superintendent or designee shall review and select distance learning courses, which may include those taught by County Office staff or others, that are of high academic quality and are aligned with County Office standards and curricula. As appropriate, courses may be self-directed to allow students to complete assignments at their own pace and/or may involve real-time interaction among the teacher and students.

(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6143 - Courses of Study)

The County Superintendent or designee shall, in collaboration with teachers, plan for schoolwide or long-term distance learning in the event of a school closure. In developing the plan, the County Superintendent or designee shall analyze the course sequence, prioritize content and standards to be completed, and recommend the grading criteria. In such circumstances, students' social-emotional wellness shall be taken into account, and schedules and learning experiences shall be designed to build continuity, routine, and regular connections with students.

(cf. 5141.5 - Mental Health)

As needed, the County Superintendent or designee shall provide teachers with training and ongoing support, including technological support and guidance, to effectively implement

**DISTANCE LEARNING (continued)**

distance learning. The County Office shall also provide opportunities for teachers to communicate and collaborate with each other to exchange information on effective practices.

(cf. 4131 - Staff Development)

Staff shall comply with all copyright regulations in developing materials to be used in distance education courses.

(cf. 6162.6 - Use of Copyrighted Materials)

The County Office shall take steps to ensure that distance learning opportunities are available to all students, including economically disadvantaged students, students with disabilities, and English learners. Teachers may use multiple methods of providing instruction to meet student needs. All online programming and Internet content shall meet accessibility standards for students with disabilities, including compatibility with commonly used assistive technologies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 6159 - Individualized Education Program)

(cf. 6174 - Education for English Learners)

The County Superintendent or designee shall assess students' access to technological devices and the Internet and, consistent with the County Office's budget and technology plan, may loan devices to students to use at home and/or assist families in identifying free service providers. Students are expected to use County Office technology responsibly in accordance with the County Office's Acceptable Use Agreement. To the extent possible, the County Office shall make technical and academic support available to students.

(cf. 0440 - District Technology Plan)

(cf. 3311.4 - Procurement of Technological Equipment)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 6163.4 - Student Use of Technology)

Teachers shall provide regular communications to students and parents/guardians about expectations, assignments, and available resources to assist the student in successful completion of distance learning coursework.

(cf. 6020 - Parent Involvement)

Grading of distance learning assignments and assessments of end-of-course knowledge and understanding of the subject matter shall be consistent with County Office policy on grading for equivalent courses.

**DISTANCE LEARNING (continued)**

(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 6146.3 - Reciprocity of Academic Credit)  
(cf. 6146.11 - Alternative Credits Toward Graduation)

Legal Reference:

EDUCATION CODE

35182.5 Contracts for electronic products or services; prohibitions  
51210-51212 Course of study for grades 1-6  
51220-51229 Course of study for grades 7-12  
51740-51741 Authority to provide instruction by correspondence  
51745-51749.3 Independent study  
51865 California distance learning policy

PUBLIC CONTRACT CODE

20118.2 Contracting by school districts; technological equipment

UNITED STATES CODE, TITLE 20

7131 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate); Internet safety

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

COVID-19 Guidance for K-12 Schools

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

## 5. 8. Distance Learning Update

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### Description

Attached is an update on how the Yolo County Office of Education programs are transitioning to Distance Learning.

### Recommendation

For Information.

### Supporting Documents

 [YCOE Distance Learning Update 5.12.20.pdf](#)

### Contact Person

Carolynne Beno, Associate Superintendent, Educational Services will present this item.



## YCOE Update on Distance Learning – May 12, 2020

### Distance Learning

As physical school buildings remain closed in Yolo County through the end of the school year, the Yolo County Office of Education (YCOE) continues to embrace the fact that school is still in session. Below is a distance learning update for each YCOE program.

### ***Alternative Education –***

All students are enrolled in at least two Edgenuity online courses. Students in need of pre-algebra credit have the option of accessing paper chapters or utilizing the Edgenuity online program. Students are earning PE credits by keeping a physical education log documenting physical activities completed independently. Staff continue to utilize the Google Classroom platform to present activities and deliver the Reading with Relevance lessons that accommodate the novel *Aristotle and Dante Discover the Secrets of the Universe*.

Students now have access to two enrichment activities:

1. Students have the opportunity to engage with the two teaching artists to complete ceramic or 2-D art projects.
2. SAYS (Sacramento Area Youth Speaks) is working with students to provide youth voice and writing activities.

Communication between students and staff is accomplished through text messaging, phone calls, emails, and Zoom.

### ***Early Childhood Education –***

Head Start staff are helping families support their child's school readiness through the following strategies:

1. Weekly Lesson Plans: Staff have created weekly lesson plans for Head Start and Early Head Start which align with the Creative Curriculum and focus on school readiness. The lessons are theme-based, and there are also supplemental social emotional activities from the Second Step curriculum being implemented at home. Staff have added songs and chants that help support dual language learners, and are focusing on a letter of the week.
2. Footsteps 2 Brilliance: Staff have created weekly lesson plans using this program that align with the curriculum and letter of the week. This application can be installed on a parent's smart phone, tablet, or computer, and provide early learning and literacy activities.

In addition to the above, teachers call parents on a weekly basis and complete a distance-learning log with specific questions that align with that week's lesson plan. The purpose of the weekly call is to find out how the child's learning is progressing, talk about successes and challenges, and connect the family to any resources they might need. Staff are also in the process of creating bags of materials to give out to families to help support learning at home (e.g., journal for writing, pencils, crayons, scissors, glue stick, etc.).

Each week staff are emailing out lesson plans out to 69% of our enrolled Head Start and Early Head Start families. Twenty three percent of our families are unable to access distance learning through email. These families are either picking up lesson plans or staff are mailing them to their home. During the first lesson plan pick up they had around 30 families pick up in West Sacramento and 14 families pick up in Woodland. Currently, staff have been unable to reach approximately 8% of our families. At this time, teachers are making home visits to check in and see how they can best support these families.

Head Start staff are also collaborating with our local school districts who are offering special education services to our students and sharing lesson plans with them.

**Special Education** – Staff are providing distance learning and access to related services (speech, occupational therapy, etc.) via e-mail, phone or Zoom. If a family does not have access to the Internet or a computer, other non-digital resources (which may include print materials, packets, phone calls, etc.) are available, and/or a hot spot and electronic device has been provided. Initial and triennial IEP meetings are currently on hold because our assessors are not able to work with students to complete their evaluations. Aligned with the California Department of Education and our attorney’s guidance, YCOE resumed holding annual IEP meetings via video conference on April 27.

### **Summer Programming**

After consultation with Yolo County Public Health, YCOE has determined it is necessary to cancel in-person instruction planned for the summer and transition to distance learning. This was not an easy decision but it was necessary as we continue to observe the guidance from our state and local health professionals.

### **Support for YCOE and Yolo, Yuba and Colusa County Districts**

YCOE applied for financial support from the California Collaboration for Educational Excellence (CCEE), and was awarded \$40,000 to facilitate the following tri-county Professional Learning Networks to support Distance Learning.

1. **Instructional Leadership in Distance Learning** - Tri County Distance Learning Professional Learning Network (PLN) with districts in Colusa, Yolo, and Yuba Counties to provide a network to share best practices countywide. – \$20,000 to hire a facilitator to plan, facilitate whole-group collaboration, and support small group meetings and development of a guidance document for all districts. The group will focus on:
  - How to monitor and support quality instruction in distance learning.
  - How to support administrators as instructional leaders in a distance learning environment.
  
2. **Social Emotional Learning in Distance Learning** - Tri County Distance Learning Professional Learning Network (PLN) with districts in Colusa, Yolo, and Yuba Counties to provide a network to share best practices countywide. – \$20,000 to hire a facilitator to plan, facilitate whole-group collaboration, and support small group meetings and development of a guidance document for all districts. The group will focus on:

- How to build relationships with students through distance learning.
- How to support student mental health and social emotional needs.
- Designing modules to support social emotional learning at the primary and secondary levels.

## 5. 9. Board Retreat Update

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### Description

To discuss draft agenda for the upcoming board retreat.

### Supporting Documents

 [05-22-20 Board Retreat Agenda.pdf](#)

### Contact Person

President Carol Souza Cole will present this item.

## YOLO COUNTY BOARD OF EDUCATION

Special Meeting – Board Retreat

May 22, 2020

9:00 a.m. - Noon

- I. Board President Welcome (5 min)
- II. Effective Governance Conversations and Agreements (30 min)
  - Discussion on leadership, communication and trust building
- III. Superintendent's Vision (30 min)
- IV. Meeting Norms (30 min)
  - Change time of Regular Board meetings
  - Rotation of Board members for President and Vice President each year
  - Videotaping meetings
  - Board representation on the 3x2x2 meeting
- V. When and How the Board conducts a Self-Evaluation – Sample tools (20 min)
- VI. Future Agenda Items (10 min)
  - Questions
  - Concerns
  - Other
- VII. Adjournment

**5. 10. Suggested Future Agenda Item(s)**

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**Description**

Board Retreat will be rescheduled in the future.

Trustee Souza Cole asked what the process would be regarding the formation of a CTE Advisory Committee and who would need to participate and she also requested that the CTE data report be placed on the recurring Board calendar each year in February.

**6. ADJOURNMENT**

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