



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

**01/12/2021 04:30 PM**

Yolo County Office of Education  
ZOOM VIDEO CONFERENCING  
Open Session - 4:30 PM

## AGENDA

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

### BOARD MEMBERS

Matt Taylor, President  
Melissa Moreno, Vice President  
Jerry Jimenez  
Carol Souza Cole  
Tico Zendejas

This meeting is being agendized to allow Board members, staff and the public to participate in the meeting via teleconference, pursuant to the Governor's Executive Order N-29-20 (March 17, 2020).

Teleconference options to join Zoom meeting:

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

Click this link (this is the easiest and fastest): <https://ycoe.zoom.us/j/5306686700?pwd=SzMyZG1OenJhdWtnVnBtNnYreHYyZz09>

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

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

Dial by Phone: +1 669 900 6833 Meeting ID: 530 668 6700

Password: 877269007

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*Executive Order N-29-20 authorizes local legislative bodies to hold public meetings via teleconference and to make public meetings accessible telephonically or otherwise electronically to all members of the public*



*make public meetings accessible telephonically or otherwise electronically to all members of the public. Members of the public are encouraged to observe and participate in the Zoom teleconference. For those individuals who wish to make a public comment, please do so in the following manner:*

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*You may also make public comment online by google form:*

<https://docs.google.com/forms/d/e/1FAIpQLScxyl6GvazAzBA7nUY174MngxFpGGilkd6Jo2AiX5kQjiKuhg/viewform>

*Please turn in your form by the Board meeting date. A moderator for the meeting will read your comments for the record.*

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






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<p>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:</p>	
<p>Approval of Minutes:</p>	
a. December 14, 2020 Regular Board meeting	
b. Temporary County Certificates (December 2020)	
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1. RESOLUTION: Black History Month - February 2021 	33
Staff recommends approval for Resolution #20-21/15: Black History Month - February 2021.	
2. RESOLUTION #20-21/16: Career Technical Education (CTE) Month - February 2021 	36
Staff recommends approval of Resolution #20-21/16: Career Technical Education (CTE) Month - February 2021	
3. School Accountability Report Cards (SARCs) 	39
It is staffs' recommendation that the board approve the SARCs as presented in accordance with Education Code 35256(c).	
4. 2021 California Latino School Boards Association Board membership 	125
Discussion and possible action.	
<b>6. INFORMATION ITEMS</b>	<b>131</b>
1. Initial Proposal to the Yolo County Superintendent of Schools from the Yolo Education Association (YEA) 	132
It is recommended that the Superintendent receive the Yolo Education Association collective bargaining proposal for 2020-21 and order that it be posted and set for public hearing at the February 9, 2021 Board meeting.	
2. School Plan for Student Achievement (2020-2021) 	134
Information only. It is staffs' intention to bring this item back for approval at February's board meeting.	
3. Alternative Education Monthly Attendance Report 	193
Information only. No recommendation at this time.	
4. First Reading of School Site Safety Plans 	203
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.	
Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:	
<ul style="list-style-type: none"> <li>• Assessment of school crime committed on school campuses and at school-related functions</li> <li>• Child abuse reporting procedures</li> <li>• Disaster procedures</li> <li>• Suspension and expulsion policies</li> <li>• Procedures to notify teachers of dangerous pupils</li> <li>• Discrimination and harassment policies</li> <li>• School wide dress code policies</li> <li>• Procedures for safe ingress and egress</li> <li>• Policies enacted to maintain a safe and orderly environment</li> <li>• Rules and procedures on school discipline</li> </ul>	

- Hate crime reporting procedures

The Comprehensive School Safety Plan must be reviewed and updated before March 1st every year. Attached are the school site safety plans for Greengate School and Cesar Chavez Community School. Also attached is a Power Point presentation detailing the updates to these plans from 2019.20 to 2020.21 school year.

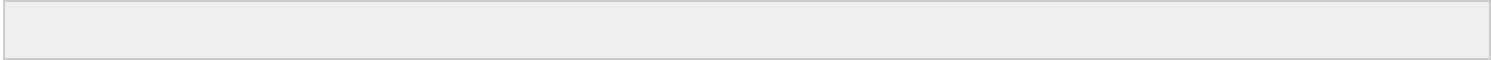
This item is being presented for information only, and will be coming back for action at February's board meeting.

5. Head Start/ Early Head Start Reports 	308
The following reports are being presented to the Board as information:	
a. Enrollment update - this is a standing report to the Board	
b. Program - this is a standing report to the Board	
c. Financial Reports - this is a standing report to the Board	
d. Policy Council Meeting Agenda - this is a standing report to the Board	
e. Policy Council Meeting Minutes - this is a standing report to the Board	
For Information.	
6. Head Start/Early Head Start Surplus Vehicles 	343
This item is being presented as information.	
7. Monthly Board Financial Report 	345
This item is being presented as information.	
8. Quarterly Report on Williams Uniform Complaints for YCOE Schools 	348
For Information.	
9. First Reading of Board Policy BP/SP 4133 	350
This item is being presented as information.	
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Information.	
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**AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS:**

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

*Executive Order N-29-20 authorizes local legislative bodies to hold public meetings via teleconference and to make public meetings accessible telephonically or otherwise electronically to all members of the public. Members of the public are encouraged to observe and participate in the Zoom teleconference. For those individuals who wish to make a make a public comment, please do so in the following manner:*

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

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**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. 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. PRESENTATION OF 2021 YOLO COUNTY TEACHER OF THE YEAR PLAQUE TO SARAH GRAVES, WOODLAND HIGH SCHOOL - HOSPITALITY CTE PATHWAY & TECHNOLOGY 9 FAMILY & CONSUMER SCIENCES (FCS)** 

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**Description**

2021 Yolo County Teacher of the Year award plaque to be presented to Sarah Graves, Woodland High School - Hospitality CTE Pathway & Technology 9 Family & Consumer Sciences (FCS) Department Chair.

**Supporting Documents**



Press Release\_ Woodland Teacher Named Yolo County Teacher of the Year (002)

**Contact Person**

Superintendent Garth Lewis will present plaque to Sarah Graves, Woodland High School the 2021 Yolo County Teacher of the Year.



Yolo County School Boards Association

**NEWS RELEASE - for immediate release**

October 26, 2020

**Woodland Teacher Named Yolo County Teacher of the Year**  
Selection Announced by the Yolo County School Boards Association

**Woodland, CA** - The Yolo County School Boards Association (YCSBA) announced its 2020-2021 Teacher of the Year on Monday night. This year's honor goes to Sarah Graves, an instructor for the Culinary and Hospitality Career and Technical Education (CTE) Pathway at Woodland High School. Graves has worked for the Woodland Joint Unified School District since 2015.

Graves was selected from among the teachers nominated from the five school districts in Yolo County and the Yolo County Office of Education. Her selection was announced at the annual 'Excellence in Education' awards ceremony on Monday.

In her nomination materials, school leaders credit Graves with the redesign and launch of the Culinary and Hospitality CTE pathway at WHS. The CTE pathway seeks to prepare students for high-demand careers in the hospitality, tourism, recreation, and food services industries.

Graves will now go on to represent Yolo County in the statewide California Teacher of the Year Program through the California Department of Education.

In addition to instructing CTE programs, Graves also teaches one section of Technology 9, a course designed to prepare students to use technology in a business or career setting. Graves is in her eighth year of teaching and resides in Woodland with her family. She has taught for two years at Woodland High School. She has previously taught at Whitehead Elementary in Woodland and Olivehurst Elementary in Olivehurst.

Graves was selected by a nominating committee who reviewed the submitted nominations for Teacher of the Year. Each candidate was evaluated on their contribution to the success of operations, student achievement, and the provision of support to other professionals in their respective districts.



Yolo County School Boards Association

**Woodland Teacher Named Yolo County Teacher of the Year (cont.)**

In her nomination materials, Graves' colleagues also shared their enthusiasm for her selection as Teacher of the Year.

Fellow WHS staffer Lisa Fettig says, "(Grave's) love of the Culinary and Hospitality CTE Pathway is mirrored in her students. Witnessing the transformation of her students is a source of pride for our entire school district."

WJUSD CTE Coordinator Crystal Grooms says, "(Graves) is often the person that students turn to when they need an adult to trust. She was the first to volunteer her time to develop a drive thru graduation for students. She spent days baking cookies to give to each and every senior during diploma pick-up."

When asked about her teaching philosophy, Graves states, "By definition, a teacher is one whose occupation is to instruct, but the reality of this role (especially through the lens of COVID-19) is far more valuable and complex than previously credited. No matter the format or delivery platform, a teacher understands that at the core of true education is a direct relationship between a caring and knowledgeable adult and a secure and encouraged student."

The Yolo County School Boards Association works to increase public awareness and appreciation of educational efforts in Yolo County. YCSBA maintains a website on the Yolo County Office of Education webpage at: [www.ycoe.org](http://www.ycoe.org).

###

[Link to courtesy photo of Sarah Graves](#)

For more information on the Yolo County School Boards Association, visit the YCSBA's webpage on the YCOE website [here](#).

[California Department of Education's California Teacher of the Year Program Overview](#)

Press Release: [Yolo County School Boards Association Hosting Excellence in Education Awards](#) (October 19)

#### **4. 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. December 14, 2020 Regular Board meeting
- b. Temporary County Certificates (December 2020)

##### **Supporting Documents**



12-14-20 Draft Minutes



TCC's December 2020 3 totals



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

**1.1 OPENING PROCEDURES**

1.1 Call to Order and Roll Call. The Yolo County Board of Education met on December 14, 2020 at 4:33 p.m. in Regular session on a Zoom conference call. Board Members present were: Carol Souza Cole, Matt Taylor, Melissa Moreno, Incoming Trustee Jerry Jimenez 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:** Zendejas **SECOND:** Taylor **AYES:** Zendejas, Taylor, Moreno, Souza Cole **NOES:** None **ABSENT:** None

**ROLL CALL VOTE:**

TAYLOR: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

1.4 Public Comment.

President Souza Cole read a statement from outgoing Trustee Shelton Yip:

*Just want to once again thank the staff for all that they do for our students and communities. I also want to wish everyone Happy Holidays and that the New Year moving forward will provide us with courage, kindness, friendship and character. These are the qualities that define us as human beings.*

Cory Wiegel, Teacher, Adult Living Skills-2, YCOE, Organizing Chair, YEA also made a statement:

*Recently I posted an article for the Davis Vanguard where I provided commentary on some of the experiences that teachers throughout Yolo County have had that have been unfortunately frustrating, disappointing and heartbreaking. Although I have a lot to say on this topic. In the future I would like to discuss some of the challenges that teachers have been facing at YCOE in particular I have been in communication with some administrators including Supt. Garth Lewis and the dialogue has been productive and I would like to see where that conversation goes first but I do want to say that I am making myself available at any point in time if people want to have a detailed discussion about some of the feelings I have personally and some of the stories that teachers and bargaining members have shared with me more specifically on the unique challenges that COVID 19 has*

*presented, what our organization faces and cultural challenges that the organization faces. I think it's a conversation that we prefer to have behind closed doors and have it be discreet but sometimes when we feel we are not being heard we feel like it is better to have the conversation more openly.*

**2.0 CERTIFICATES OF ELECTION AND OATH OF OFFICE**

Superintendent Garth Lewis issued the Oaths of Office to Tico Zendejas/Trustee Area #3; to Jerry Jimenez/Trustee Area #4 who ran unopposed and was seated as if elected to serve a 4-year term.

**2.1 Second Reading of Board Bylaw #9100 regarding President and Vice-President selection on the Yolo County Board of Education**

The Yolo County Board of Education will select their President and Vice President similar to the method that the Board of Supervisors rotates annually by district, with the next in line serving as Vice-Chair. The Chair (Vice-Chair in the absence of the Chair) directs the efficient and transparent operation of the Board and plays a lead role in minding the climate of the Board, ensuring Board accountability, and ensuring the well-being of the Board, as well as the County. Trustee rotation will include:

- Matt Taylor (TA #1) - Term Expires 12/22 ---2021 President
- Melissa Moreno (TA #2) – Term Expires 12/22 ---2022 President
- Tico Zendejas (TA #3) – Term Expires 12/24 ----2023 President
- Jerry Jimenez (TA #4) – Term Expires 12/24 ----2024 President
- Carol Souza Cole (TA #5) – Term Expires 12/22 ---2020 President

**2.2 Organizational Meeting for 2021**

**a. Election of Officers**

1) President. Board President Carol Souza Cole opened the nominations for President. Trustee Zendejas nominated Trustee Taylor for President. The Board thanked Trustee Souza Cole for serving as President in 2020.

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

**ROLL CALL VOTE:**

TAYLOR: **AYE**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

Trustee Taylor was unanimously elected President for 2021.

2) Vice President. Board President Taylor opened the

nominations for Vice President. Trustee Zendejas nominated Trustee Moreno for Vice President.

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

Trustee Moreno was unanimously elected Vice President for 2021.

**ROLL CALL VOTE:**

TAYLOR: **AYE**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

b. Adopt the 2021 Board Meeting Calendar Dates and Times. The Board reviewed the proposed meeting calendar. The following meeting dates and times were approved:

January 12, 2021, 4:30 p.m.

February 9, 2021, 4:30 p.m.

March 5, 2021, 9:00 a.m. (Board Retreat)

March 9, 2021, 4:30 p.m.

April 13, 2021, 4:30 p.m.

May 11, 2021, 4:30 p.m.

June 8, 2021, 4:30 p.m. (Budget Study Session)

June 22, 2021, 4:30 p.m. (Budget & LCAP Adoption)

July 2021, No Meeting

August 10, 2021, 4:30 p.m.

September 14, 2021, 4:30 p.m.

October 12, 2021, 4:30 p.m.

November 9, 2021, 4:30 p.m.

December 14, 2021, 4:30 p.m.

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

c. Review Board Compensation and Travel/Mileage Reimbursement (BB9250)

d. Appointment of Board Committee Representatives

1) YCSBA Representative: **Jerry Jimenez**

2) Policies/Procedures/Bylaw Review Committee: **Tico Zendejas** and **Jerry Jimenez**

3) Superintendent's Compensation Committee: **Matt Taylor** and **Melissa Moreno**

4) Facilities Committee: **Matt Taylor** and **Carol Souza Cole**

5) Board Budget: **Melissa Moreno** and **Carol Souza Cole**

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

**ROLL CALL VOTE:**

TAYLOR: **AYE**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

**3.0**      **REPORTS**

3.1      **Board Member(s)/Superintendent/SAT/Committee(s).**

a.      Board Reports

*Trustee Souza Cole*

- *Attended virtual California School Boards Association (CSBA) conference
  - *Good conference*
  - *Organized**
- *Will bring forward at a future board meeting possible policy information regarding climate change and equity issues on climate change*
- *Would like to agendize for board retreat information to update bylaws regarding trustees and the use of social media*

*Trustee Moreno*

- *Continues to be a part of the California Latino School Boards Association (CLSBA) and commented that it has held a strong position on protecting students and teachers and not returning to schools on the district level with exceptions to special education and agreements with unions and COEs.*
- *Congratulated Trustees Jerry Jimenez and Tico Zendejas for stepping up in this challenging time in history and their willingness to participate on the Board.*
- *Thanked former president Souza Cole for her leadership this past year and imparting her lessons and thoughts during her presidency. Also thanked staff for doing the difficult work.*
- *Recently read statement from Cory Wiegel that was published in the Davis Vanguard newspaper and was surprised and concerned.
  - *She hopes that these concerns are being addressed since one of YCOE's core values is to value employees.*
  - *She also wants to continue standing with teachers and educators that serve our community and our organization so that teachers can support students during these difficult times.**

- *Comments from staff are very important and encouraged the Yolo Education Association (YEA) to bring concerns to the public comments section at future Board meetings so that there are no surprises and so that there is collaboration with leadership and staff in the future.*
- *Thanked staff for standing together in this difficult time with lots of tensions and challenges both personally and in the community.*

Trustee Zendejas

- *Congratulated Trustee Jimenez on joining the Board.*
- *Appreciated Trustee Moreno's comments and her leadership during this time*
- *Thanked Trustee Taylor for current presidency.*
- *Discussed personal difficulties during COVID-19.*

Trustee Jimenez

- *Attended CSBA orientation for new trustees and the Annual Education Conference (AEC). Also attended two days of the Masters in Governance (MIG) workshop geared toward COEs.*
- *Looking forward to working with fellow trustees and Superintendent Lewis on Equity for students.*

Trustee Taylor

- *Congratulated Trustee Jimenez on joining the Board and is looking forward to the next year to do some exciting work.*
- *Attended CSBA conference.*
- *Attended CCBE meeting and will continue to act as treasurer.*
  - *If the board has any comments or suggestions please forward to him.*
- *Need to leave meeting at 5:45 p.m. today. Vice President Moreno will preside over the meeting at that time.*

Superintendent

Updates

Employees of the Month for December 2020

*Margie Valenzuela, Executive Director, Human Resources honored the employees of the month:*

Support Operations Services Staff:

Matt Juchniewicz  
Celia Lugo  
Darin Tidball  
Ken Creamer  
Ben Nan  
Austin Creamer  
Edward Clark

Miguel Medina

- *Superintendent Lewis commented on currently working with district partners on the build out of a mental health services program grant over 4 years. Working closely with school districts and health and human services on this grant.*

Update on Corazon center.

- *Met with new CEO of California Human Development, Thomas Stuebner*
  - *Board members will visit Corazon center next week and we will keep the Board updated on progress. It looks like there is quite bit of interest with health and human services department on the space.*
- *Thanked staff for their unwavering commitment to students and each other on all the changes.*
- *Shared that as part of our support and education for preparing to reopen schools we have met with Marin COE on their process and what they have learned from being open and remaining open during this time. We look forward to partnering with others and to continue to build on our education of reopening schools.*

**SAT**

*Dr. Carolynne Beno, Associate Superintendent, Educational Services referred to the updates in the Board packet.*

Discussed

- *Childcare emergency grant funds that have been allocated to families in need.*
- *Highlighted regional and equity work by Micah Studer, Executive Director, Equity and Support Services*
- *Focusing on school reopening plans*

*Crissy Huey, Associate Superintendent, Administrative Services referred to the updates in the Board packet and thanked Superintendent Lewis and the district superintendents for the collaboration during this time to support Yolo county students.*

Committees.

None

Executive Committee

President Souza Cole and Vice President Taylor met at beginning of month to discuss items on agenda.

3.2 Associations.

Cyndi Hale, YEA President discussed final amendments to Memorandum of Understanding (MOU) to return to work at end of January 2021.

**4.0 CONSENT AGENDA**

- a. Approval of Minutes:  
- November 11, 2020 Regular Board Meeting  
- November 17, 2020 Special Board Meeting  
- Temporary County Certificates (November 2020)

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

**ROLL CALL VOTE:**

TAYLOR: **ABSENT**  
JIMENEZ: **AYE**  
MORENO: **AYE**  
SOUZA COLE: **AYE**  
ZENDEJAS: **AYE**

**President Taylor left the meeting at 5:45 p.m.**  
**Vice President Moreno will now preside over the Board meeting.**

**5.0 SB 823 DEPARTMENT OF JUSTICE REALIGNMENT AND IMPACT**

Dan Fruchtenicht and Christina Tranfaglia from the Yolo County Probation Department reviewed their powerpoint, *Yolo County Probation Juvenile Justice Realignment* and responded to questions from the Board.

Items discussed included:

- Division of Juvenile Justice Youth
- Juvenile Justice realignment planning
- Detention trends
- Youth overview
- Youth profiles 2015-2020
- Next steps

Trustee Souza Cole requested the PowerPoint to be emailed to the Board. Superintendent Lewis thanked Dr. Micah Studer, Executive Director, Equity and Support Services and his team for his work on this project also. Trustee Souza Cole also asked questions on where are youth incarcerated/paroled and if they are returning to Yolo county and which have received diplomas. Trustee Souza Cole asked how to get on the list to receive updates on when community meetings are happening in regards to this plan. Mr. Fruchtenicht commented that there will be a Juvenile Justice Coordinating Council which will include Superintendent Lewis and they would be happy to notify her of any upcoming meetings.

**6.0 ACTION ITEMS**

- 6.1 2020-21 Yolo County Office of Education Budget Revision and First Interim Report.

Debra Hinely, Director, Internal Business Services reviewed this item in the Board

packet and responded to questions from the Board.

The Board took action to approve the 2020-21 Yolo County Office of Education Budget Revision and First Interim Report.

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

**ROLL CALL VOTE:**

**TAYLOR: ABSENT**

**JIMENEZ: AYE**

**MORENO: AYE**

**SOUZA COLE: AYE**

**ZENDEJAS: AYE**

6.2 2020-21 LCFF Budget Overview for Parents Template

Debra Hinely, Director, Internal Business Services and Micah Studer, Executive Director, Equity and Support Services reviewed this item in the Board packet and responded to questions from the Board. This document is a brief synopsis for parents/public. Trustee Jimenez asked if this was available in other languages. Dr. Studer stated it is available in english but we can provide these in multiple languages if desired. Superintendent Lewis stated that we can translate this in spanish to be available to the public.

Trustee Souza Cole asked questions including:

What type of interaction have parents had with this document and how do parents access this document. The following discussion included document availability on website to public and stakeholder involvement. The Local Control Accountability Plan (LCAP) planning process will also begin in January with new documents.

Trustee Moreno also asked about parent input. Superintendent Lewis stated they have input through our usual committee but because of the pandemic items are happening in arrears. Items are being adopted in December that should have been adopted in July and hopefully in 2021 we will return to previous cycles. This item needs to be adopted and turned in by December 15, 2020.

The Board took action to approve the 2020-21 LCFF Budget Overview for Parents Template.

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

**ROLL CALL VOTE:**

**TAYLOR: ABSENT**

**JIMENEZ: AYE**

**MORENO: AYE**



SOUZA COLE: AYE  
ZENDEJAS: AYE

6.3 Second Reading of Board Policies – 5000 Series  
BP 5022

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

The Board took action to approve BP 5022.

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

**ROLL CALL VOTE:**  
TAYLOR: ABSENT  
JIMENEZ: AYE  
MORENO: AYE  
SOUZA COLE: AYE  
ZENDEJAS: AYE

The Superintendent hereby adopted Board Policy 5022 on this date.

**7.0 (PUBLIC HEARING) A PUBLIC HEARING WILL BE CONDUCTED TO RECEIVE COMMENT FROM PARENTS, TEACHERS, MEMBERS OF THE COMMUNITY, AND BARGAINING UNIT LEADERS REGARDING THE YOLO COUNTY SUPERINTENDENT OF SCHOOLS' RESPONSE TO THE INITIAL PROPOSAL TO THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), YOLO COUNTY CHAPTER #639 AND INITIAL PROPOSAL OF SUPERINTENDENT FOR REOPENER NEGOTIATIONS FOR 2020-21.** Vice President Moreno opened the Public Hearing at 6:32 p.m. and closed it at 6:33 p.m.

**8.0 INFORMATION ITEMS**

8.1 Alternative Education Monthly Attendance Report

Gayelynn Gerhart, Principal, Alternative Education reviewed this item in the Board packet and responded to questions from the Board.

Trustee Moreno asked a question on how Yolo county compares to other counties in the state. Dr. Studer stated other counties have similar concerns with student attendance and it is not unique to us. Discussion also included student disconnect during this difficult time of distance learning and staff resilience.

8.2 Distance Learning Update

Dr. Carolynne Beno, Associate Superintendent, Educational Services reviewed the PowerPoint, *YCOE Program Reopening Efforts* in the Board packet and responded to questions from the Board.

Items discussed included:

- Regional Stay-At Home order
- CDPH Cohorting Guidance
- YCOE Program Reopening Timeline
  - January 19, 2021 – staff return
  - January 25, 2021 – students return
- YCOE Program Preparations
- PPE distribution
- Examples of Social Distancing
- Face Coverings and Air quality (email if questions from the Board on air quality to Ms. Huey)
- Input from teachers and staff on reopening
- Scheduling trainings for families and staff on new routines to keep kids safe

Trustee Moreno asked questions on support for educational staff during this time and reopening. Dr. Beno stated that principals of schools are usually running point of reorders, etc.

8.3 Head Start/ Early Head Start Reports

The following reports are being presented to the Board as information:

- a. Enrollment update - this is a standing report to the Board
- b. Program - this is a standing report to the Board
- c. Financial Reports - this is a standing report to the Board
- d. Policy Council Meeting Agenda - this is a standing report to the Board
- e. Policy Council Meeting Minutes - this is a standing report to the Board

Debra Hinely, Director, Internal Business Services reviewed this item in the Board packet and responded to questions from the Board.

Items discussed:

Questions from Trustee Souza Cole on cash flow in the program.

8.4 Head Start Surplus Vehicles

Debra Hinely, Director, Internal Business Services reviewed this item in the Board packet and responded to questions from the Board.

8.5 Monthly Board Financial Report

Debra Hinely, Director, Internal Business Services reviewed this item in the Board packet and responded to questions from the Board.

8.6 Statement Certifying Insurance to Cover Assets Purchased with Certificates of Participation

Crissy Huey, Associate Superintendent, Administrative Services reviewed this item in the Board packet.

8.7 No Event of Default Certification  
Crissy Huey, Associate Superintendent, Administrative Services reviewed this item in the Board packet.

8.8 Covenant to Budget and Appropriate for the 2019-20 Fiscal Year  
Crissy Huey, Associate Superintendent, Administrative Services reviewed this item in the Board packet.

**9.0 SUGGESTED FUTURE AGENDA ITEM(S)**  
Trustee Moreno - Report on special programs at Cesar Chavez Community School.  
Trustee Moreno – CLSBA membership at Board Retreat

**10.0 ADJOURNMENT.** The meeting adjourned at 7:19 p.m.

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

**ROLL CALL VOTE:**

TAYLOR: **ABSENT**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

**12.0 ADJOURN TO BOARD FINANCING CORPORATION ANNUAL MEETING.** The meeting adjourned to the Board Financing Corporation Annual Meeting at 7:20 p.m.

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

12.1 Minutes of 2019 Board Financing Corporation Annual Meeting

Approval of the 2019 Board Financing Corporation Annual Meeting Minutes.

**MOTION:** Zendejas **SECOND:** Souza Cole **AYES:** Zendejas, Souza Cole, Moreno **NOES:** None. **ABSENT:** None **ABSTAIN:** Jimenez

**ROLL CALL VOTE:**

TAYLOR: **ABSENT**

JIMENEZ: **ABSTAIN**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

**13.0**            **ADJOURNMENT.** The meeting adjourned at 7:26 p.m.

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

\_\_\_\_\_  
Garth Lewis, Superintendent

/ys

YOLO COUNTY OFFICE OF EDUCATION  
 TEMPORARY COUNTY CERTIFICATES  
 FOR DISTRICTS

December 2020

Davis Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Lisa D'Angelo	Clinical Rehabilitative Services Credential

Esparto Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Washington Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Natasha Polk	Emergency CLAD

Winters Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Woodland Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Yolo County Office of Education

Applicant Name	Type of Credential/Permit/Certificate
Silvia Meza Lara	CD Program Director

Total TCC's for the Month of December 2020: 3

**5. ACTION ITEMS**

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**5. 1. RESOLUTION: Black History Month - February 2021** 

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**Description**

Approve the Resolution #20-21/15: Black History Month - February 2021

**Recommendation**

Staff recommends approval for Resolution #20-21/15: Black History Month - February 2021.

**Supporting Documents**



African American History Month

**Contact Person**

Superintendent Garth Lewis will present this item.



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

**Resolution #20-21/15  
African American History Month – February 2021**

**WHEREAS**, the story of African Americans is one of strength, suffering, courage and triumph; and

**WHEREAS**, their long journey from slavery and oppression through the struggle for equality and justice helps shape our national experience; and

**WHEREAS**, in 1926, the respected historian, Carter G. Woodson, initiated “Negro History Week” in order to increase public appreciation for the important role African Americans have played in American history; in 1976, the month-long celebration was implemented, and is a time for Americans to reflect on the contributions of African Americans to the growth and development of this country and their past and current status in this country and the world; and

**WHEREAS**, the month of February is significant and recognized in African American history for the birthdays of great African American pioneers and institutions, including the birthdays of Frederick Douglass, W.E.B. DuBois, Langston Hughes, Eubie Blake, and the NAACP; and

**WHEREAS**, this month, we also celebrate the lasting influence of courageous individuals like Rosa Parks and Dr. Martin Luther King, Jr., who led the way in the struggle against racism and segregation and whose efforts helped open the doors of opportunity for millions of their fellow Americans; and

**WHEREAS**, we celebrate National African American History Month, we remember these and many other African Americans who have enriched our national life and shaped our national character, challenging us to recognize that America’s racial, cultural, and ethnic diversity will be among our greatest strengths in the 21<sup>st</sup> century.

**NOW, THEREFORE, BE IT RESOLVED** that the Yolo County Board of Education is proclaiming February as “African American History Month” and encourages its students, staff, and administration to participate in meaningful activities that recognize the contributions of African Americans to the community, state, and nation.

**NOW, THEREFORE, BE IT RESOLVED**, that the Yolo County Board of Education will work tirelessly and collaboratively with staff, students, and families to dismantle institutionalized racism in our society and school districts.

**PASSED AND ADOPTED** this 12th day of January 2021, by the following vote:



**AYES:**  
**NOES:**  
**ABSTAIN:**  
**ABSENT:**

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Matt Taylor, President  
Yolo County Board of Education

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Garth Lewis  
Yolo County Superintendent of Schools

**5. 2. RESOLUTION #20-21/16: Career Technical Education (CTE) Month - February 2021** 

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**Description**

Approve the Resolution #20-21/16: Career Technical Education (CTE) Month - February 2021

**Recommendation**

Staff recommends approval of Resolution #20-21/16: Career Technical Education (CTE) Month - February 2021

**Supporting Documents**



CTE Month

**Contact Person**

Superintendent Garth Lewis will present this item.



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

**Resolution #20-21/16: Career Technical Education (CTE) Month - February  
2021**

**WHEREAS**, February 2021, has been designated Career and Technical Education Month by the Association for Career and Technical Education; and

**WHEREAS**, profound economic and technological changes in our society are rapidly reflected in the structure and nature of work, thereby placing new and additional responsibilities on our educational system; and

**WHEREAS**, career and technical education provides Americans with a school-to-career connection, prepares students to succeed in post-secondary education, and is the backbone of a strong, well-educated workforce, which fosters productivity in business and industry, and contributes to America’s leadership in the international marketplace; and

**WHEREAS**, career and technical education gives high school students experience in practical, meaningful applications of basic skills such as reading, writing and mathematics, thus improving the quality of their education, motivating potential dropouts, and giving all students leadership opportunities in their fields and in their communities; and

**WHEREAS**, the ever-increasing cooperative efforts of career and technical educators, business, and industry, stimulate the growth and vitality of our local economy and that of the entire nation by preparing graduates for career fields forecast to experience the largest and fastest growth in the next decade; and

**NOW, THEREFORE, BE IT RESOLVED**, that the Yolo County Board of Education is proclaiming February as “Career Technical Education Month” and encourages students, parents, teachers, and community members to support and participate in career and technical education programs.

**PASSED AND ADOPTED** by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on January 12, 2021 by the following vote:

**AYES:**

**NOES:**

**ABSTAIN:**

**ABSENT:**

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Matt Taylor, President  
Yolo County Board of Education

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Garth Lewis  
Yolo County Superintendent of Schools

### 5. 3. School Accountability Report Cards (SARCs)

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#### **Description**

Staff will be presenting the final versions of the School Accountability Report Cards (SARCs). This is in accordance with Education Code 35256(c) which states:

The governing board of each school district maintaining an elementary or secondary school shall develop and cause to be implemented for each school in the school district a School Accountability Report Card...

(c) The governing board of each school district annually shall issue a School Accountability Report Card for each school in the school district, publicize those reports, and notify parents or guardians of pupils that a hard copy will be provided upon request. Commencing with the 2008–09 school year, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

#### **Recommendation**

It is staffs' recommendation that the board approve the SARCs as presented in accordance with Education Code 35256(c).

#### **Supporting Documents**

 CCCS

 DJ

 YCSE

#### **Contact Person**

Dr. Micah Studer, Executive Director, Equity and Support Services, Title IX Coordinator, will present this item.



[SARC Home](#) » Cesar Chavez Community

## 2019–2020 School Accountability Report Card

### About This School

[Translation Disclaimer](#)

#### Contact Information (School Year 2020–2021)

Select Language

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##### District Contact Information (School Year 2020–2021)

**District Name** Yolo County Office of Education

**Phone Number** (530) 668-6700

**Superintendent** Garth Lewis

**Email Address** [garth.lewis@ycoe.org](mailto:garth.lewis@ycoe.org)

**Website** <http://www.ycoe.org>

##### School Contact Information (School Year 2020–2021)

**School Name** Cesar Chavez Community

**Street** 255 West Beamer St.

**City, State, Zip** Woodland, Ca, 95695-2510

**Phone Number** 530-668-3090

**Principal** Gayelynn Gerhart, Principal

**Email Address** [gayelynn.gerhart@ycoe.org](mailto:gayelynn.gerhart@ycoe.org)

**Website** <http://www.ycoe.org>

**County-District-School (CDS) Code** 57105790113787

Last updated: 1/4/2021

**School Description and Mission Statement (School Year 2020–2021)**

Cesar Chavez Community School is a WASC accredited high school. Cesar Chavez Community School's campus is in Woodland, CA. Students are referred to the program by representatives of the five Yolo County school districts. Students are referred to the program for truancy, behavior intervention, expulsion, and probation. In addition, students that meet one of the four referral reasons are also struggling with credit deficiency and school anxiety. The program serves students in grades 7-12; although students in grades 7 & 8 are exclusively served through an independent studies program. Students in grades 9-12 have two options: Day School and Independent Studies. In addition to the administration, office staff, teachers, and para-educators, Youth Advocate and Mental Health Therapist are on campus to provide immediate interventions and supports to youth.

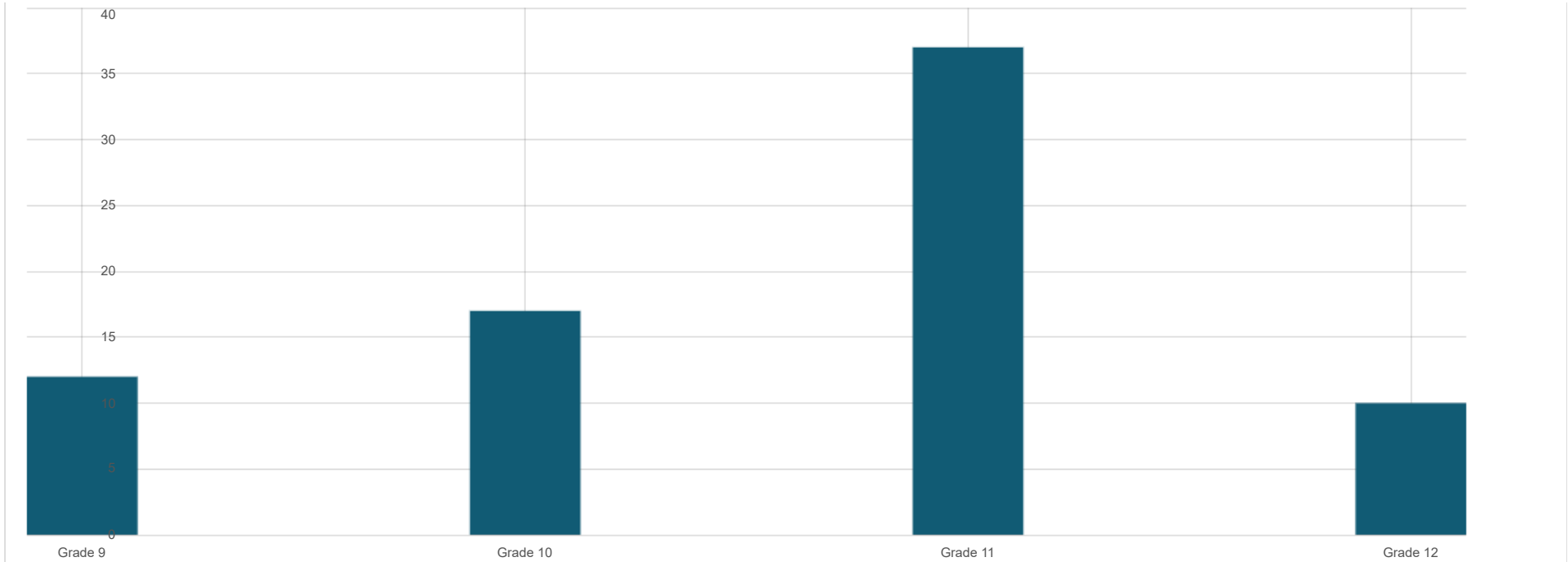
Vision: Cesar Chavez Community School is a community-driven center that provides the highest quality education, promoting success for all students in a setting where students, parents, and staff share responsibility for learning, mutual respect, and safety.

Mission: Provide an educational environment that fosters success and empowers students by providing them the tools to conquer personal challenges, realize their potential, build self-confidence, set and attain goals and become productive members of the community.

*Last updated: 1/4/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Number of Students
Grade 9	12
Grade 10	17
Grade 11	37
Grade 12	10
Total Enrollment	76



Last updated: 1/4/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Percent of Total Enrollment
Black or African American	2.60 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	76.30 %
Native Hawaiian or Pacific Islander	%
White	17.10 %
Two or More Races	3.90 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	73.70 %
English Learners	18.40 %



Student Group (Other)	Percent of Total Enrollment
Students with Disabilities	11.80 %
Foster Youth	2.60 %
Homeless	10.50 %
<a href="#">Questions: SARC TEAM   sarc@cde.ca.gov   916-319-0406</a>	
California Department of Education 1430 N Street Sacramento, CA 95814	



[SARC Home](#) » Cesar Chavez Community

## 2019–2020 School Accountability Report Card

### A. Conditions of Learning

#### State Priority: Basic

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

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

[Translation Disclaimer](#)

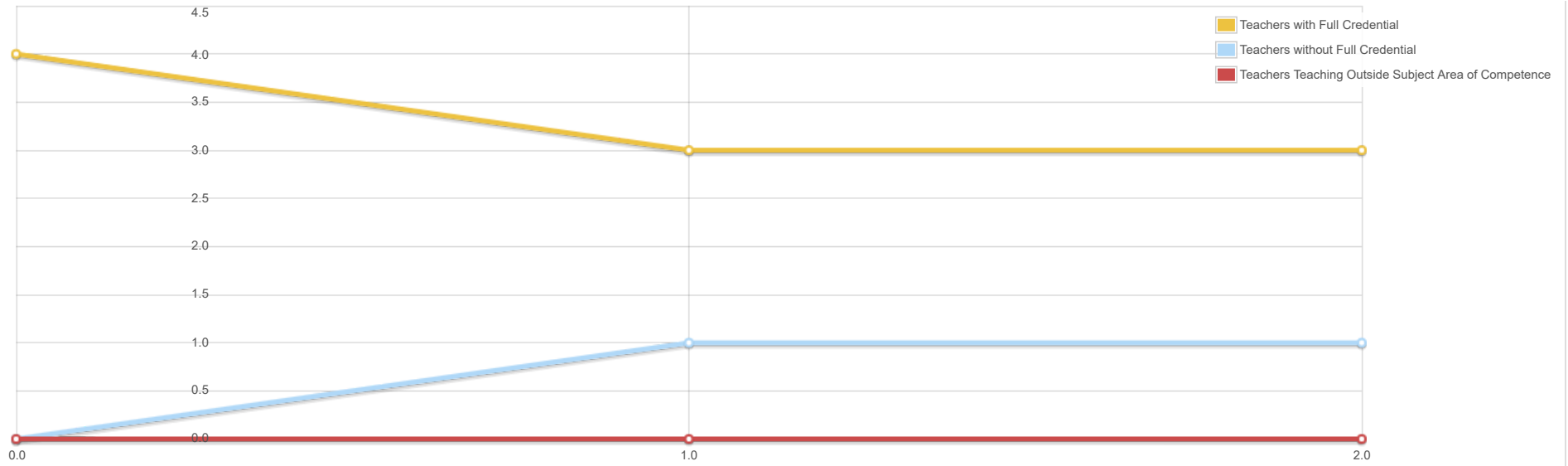
Select Language ▼

Powered by [Google Translate](#)

#### Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	4	3	3	
Without Full Credential	0	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

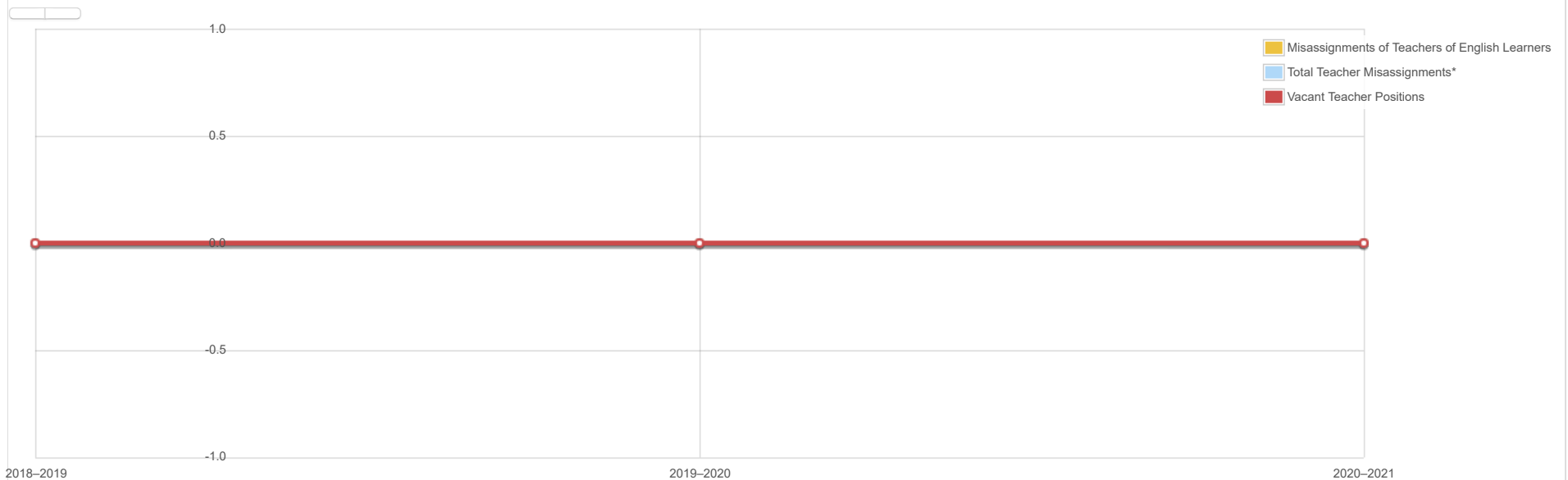
A. Conditions of Learning - School Accountability Report Card (CA Dept of Education)



Last updated: 1/4/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/4/2021

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

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts 1) Globe Fearon, "World of Vocabulary" series 2) A California Reading/Writing Review 3) Glencoe/McGraw-Hill, Impact Short Stories (and other readers) 4) Global Fearon, English Skills Practice 5) Pearson Prentice Hall, Timeless Voices, Timeless Themes 6) Edge ELD Level A, B, C 7) Edgenuity (18/19)	Yes	0.00 %
Mathematics	1) McDougal Littell-Houghton Mifflin Co., Pre-Algebra 2) Holt, Rinehart & Winston, Holt California Mathematics, Algebra Readiness 3) Glencoe/McGraw Hill, Pre-Algebra 4) American Book Company, California Math Review 5) Key Curriculum Press, "Key to" series (algebra, percentages etc.) 6) Number Power Series 7) Pearson, Mathematics for Carpentry 8) Globe Fearon, Mathematics 9) McDougal Littell-Houghton Mifflin Co, Algebra 1 10) McDougal Littell-Houghton Mifflin Co, Geometry 11) Edgenuity (18/19)	Yes	0.00 %
Science	Science curriculum materials were adopted on August 16, 2007. 1) Pearson, Earth Science, California Edition 2) Glencoe McGraw Hill, Glencoe Biology 3) Edgenuity (18/19)	Yes	0.00 %
History-Social Science	History-Social Science History/Social Science curriculum materials were adopted on August 16, 2007. 1) McDougal Littell, The Americans 2) McDougal Littell, Modern World History 3) Pearson/Prentice Hall, "History Case Studies" series 4) Teachers' Curriculum Institute, History Alive 5) Glencoe McGraw Hill, World History Modern Times 6) Prentice Hall, Magruder's American Government 7) AGS, Economics 8) AGS, United States Government 9) Edgenuity (18/19)	Yes	0.00 %
Foreign Language	Edgenuity (18/19) online program is available for foreign language courses.	Yes	0.00 %
Health	Edgenuity (18/19) online program is available for health courses. In addition, Cesar Chavez Community School partners with Communicare and Health and Human Services Agency to provide healthcare-related workshops.	Yes	0.00 %
Visual and Performing Arts	Edgenuity (18/19) online program is available for visual and performing arts courses	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/4/2021

**School Facility Conditions and Planned Improvements**

A. Conditions of Learning - School Accountability Report Card (CA Dept of Education)

The campus at 255 West Beamer Street, Woodland CA 95695, is large and offers students opportunities for time outside for physical activities. CCCS is composed of four classrooms, an art lab, and a covered eating area for lunch and assembly. Repairs and maintenance are conducted by Yolo County Office of Education's Support Operations Services Department. The site looks well maintained overall. YCOE conducted a FIT survey of the site and found it to be in fair or good order for most systems inspected and a rating of fair overall. The FIT report was conducted in November 2019.

Last updated: 1/4/2021

**School Facility Good Repair Status**

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

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

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	
<b>Electrical:</b> Electrical		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: November 2019

Overall Rating	Fair
----------------	------

Last updated: 1/4/2021

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814



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## 2019–2020 School Accountability Report Card

### B. Pupil Outcomes

[Translation Disclaimer](#)

#### State Priority: Pupil Achievement

Select Language ▼

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

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

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	0%		20%		50%	
Mathematics (grades 3-8 and 11)	0%		22%		39%	

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/4/2021*

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

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the



2019–2020 school year.

*Last updated: 1/4/2021*

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

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the

2019–2020 school year.

*Last updated: 1/4/2021*

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)						
<p>Note: Cells with N/A values do not require data.</p> <p>Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.</p> <p>Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.</p>						
						<i>Last updated: 1/4/2021</i>

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2019–2020)**

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

## B. Pupil Outcomes - School Accountability Report Card (CA Dept of Education)

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

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

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

*Last updated: 1/4/2021*

**Career Technical Education (CTE) Programs (School Year 2019–2020)**

The Yolo County Office of Education College and Career Readiness Department collaborates with Cesar Chavez Community School to provide supports in the following areas:

- Provides work-based learning opportunities related to career exploration, job search, resume writing, and interviewing skills
- Develops enrichment activities and opportunities for students including industry-led workshops
- Provides on-site, industry-led instruction in the Building and Construction Trades Sector

There are currently no CTE program sequences offered. Students have the option to take online CTE courses via Edgenuity.

Cesar Chavez Community School works closely with industry advisory partner, and Yolo County Probation to offer work-based training in digital media.

*Last updated: 1/4/2021*

**Career Technical Education (CTE) Participation (School Year 2019–2020)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

*Last updated: 1/4/2021*

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 1/4/2021*

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2019–2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

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

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

*Last updated: 1/4/2021*

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

**California Department of Education**  
 1430 N Street  
 Sacramento, CA 95814



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## 2019–2020 School Accountability Report Card

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020–2021)

Building relationships among the student, parent/guardian, and staff are of utmost importance at Cesar Chavez Community School (CCCS). Parents and students must attend a personal orientation meeting with a CCCS staff member prior to enrollment so that they have an opportunity to meet all of the staff members, ask questions about the school and understand the expectations of the students. All parents and students meet together at the beginning of each school year to review any changes in the program and to meet each of the teachers and support staff members. At that time, parents are invited to volunteer on campus, so that they can have a close relationship with the school staff. There is an opportunity for parents to become members of the School Site Council as well. Parents are invited to meet with their student's teachers and administrative staff during the school year. Families are invited to attend our Fall Back to School Night and Community Dinner. In addition, the school hosts a Spring Open House, Student Art Show, and Community Dinner. Progress reports are mailed home to students every quarter so that parents are informed about their students' progress. Parents also participate in student barbecues and celebrations. Two parent stakeholder meetings are planned for the spring to gather input regarding what they feel is working well and any suggestions they have for improvement. A parent group participated in the recent WASC accreditation mid-term review.

#### State Priority: Pupil Engagement

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

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

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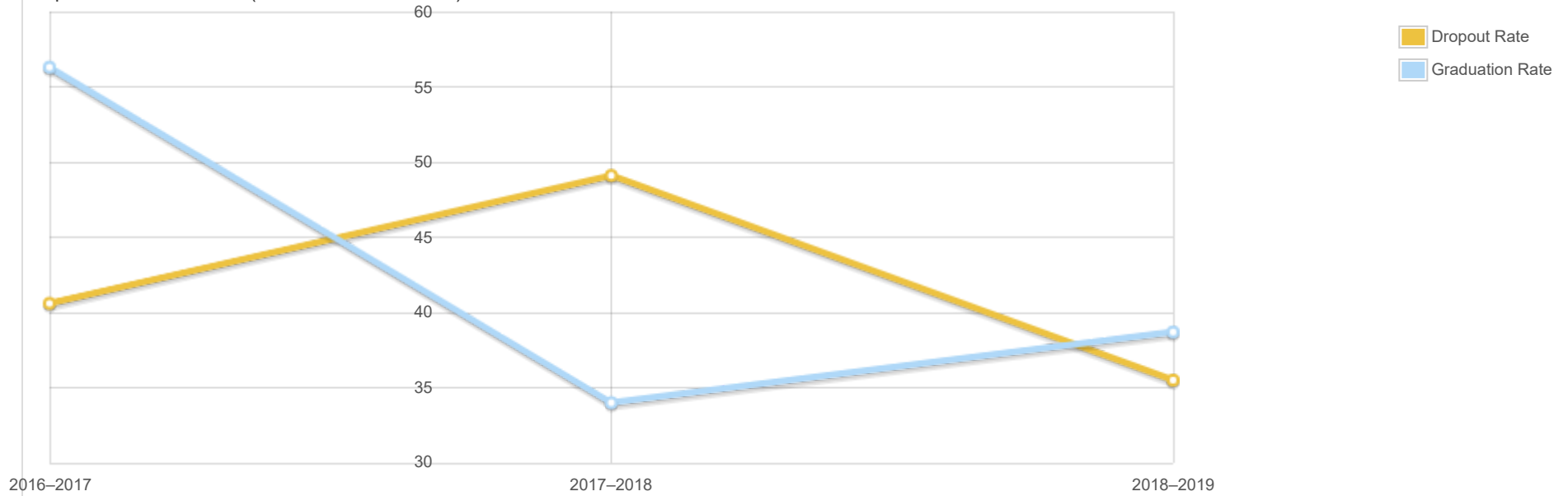
*Last updated: 1/4/2021*



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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	40.60%	49.10%	35.50%	80.20%	65.50%	67.40%	9.10%	9.60%	9.00%
Graduation Rate	56.30%	34.00%	38.70%	17.80%	19.30%	19.80%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/4/2021

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

#### Suspensions and Expulsions

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

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	--	--	--	--	--	--
Expulsions	--	--	--	--	--	--

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

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	--	--	--
Expulsions	--	--	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/4/2021*

**School Safety Plan (School Year 2020–2021)**

CCCS’s Comprehensive School Safety Plan was revised and updated during the 2020-2021 school year. The Yolo County Office of Education Board will next review and approve the school safety plan in January 2021. The safety plan was developed with staff input and is accessible in each classroom and office. The manual contains information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues.

*Last updated: 1/4/2021*

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

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**Sacramento, CA 95814**



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## 2019–2020 School Accountability Report Card

### D. Other SARC Information

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

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#### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	16		
Mathematics	5.00	14		
Science	5.00	15		
Social Science	3.00	27		

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	15		
Mathematics	8.00	8		
Science	5.00	13		
Social Science	4.00	17		

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	26		
Mathematics	2.00	23		
Science	3.00	21		
Social Science	3.00	23		

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

*Last updated: 1/4/2021*

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

Title	Ratio
-------	-------

Pupils to Academic Counselor\*

0.0

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

*Last updated: 1/4/2021*

**Student Support Services Staff (School Year 2019–2020)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	2.00

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

*Last updated: 1/4/2021*

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
-------	------------------------------	-------------------------------------	---------------------------------------	------------------------

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11448.00	\$1935.00	\$9513.00	\$65687.25
District	N/A	N/A	--	\$61188.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/4/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

A Youth Advocate works with the school staff to conduct home visits for attendance purposes and provides mentorship to students. Sacramento Area Youth Speaks (SAYS) provides literacy through poetry. Yolo Arts provides visual and ceramic art instruction. The Power Source program is a proven, evidence-based social-emotional learning (SEL) program for high-risk youth. Designed to be a standalone program for anyone helping at-risk youth, Power Source equips adolescents with the social and emotional regulation skills they need to build healthy relationships, break intergenerational cycles of violence, addiction, and other high-risk behaviors, and be successful in the workforce. This unique and transformative program is both preventative and rehabilitative. Power Source guides adolescents and young adults in discovering their own resilience while building the skills associated with healthy social and emotional development. Health and Human Services and Communicare provide wrap-around supports and student training related to suicide prevention and mental health. The school is implementing Positive Behavior Intervention Support. CCCS is also implementing culturally responsive curriculum and practices that are provided by The Culture C.O. - O.P., UC Davis SAYS, and the School of Education, and through Moving Forward Institute with Reading with Relevance novels and instructional coaching and support.

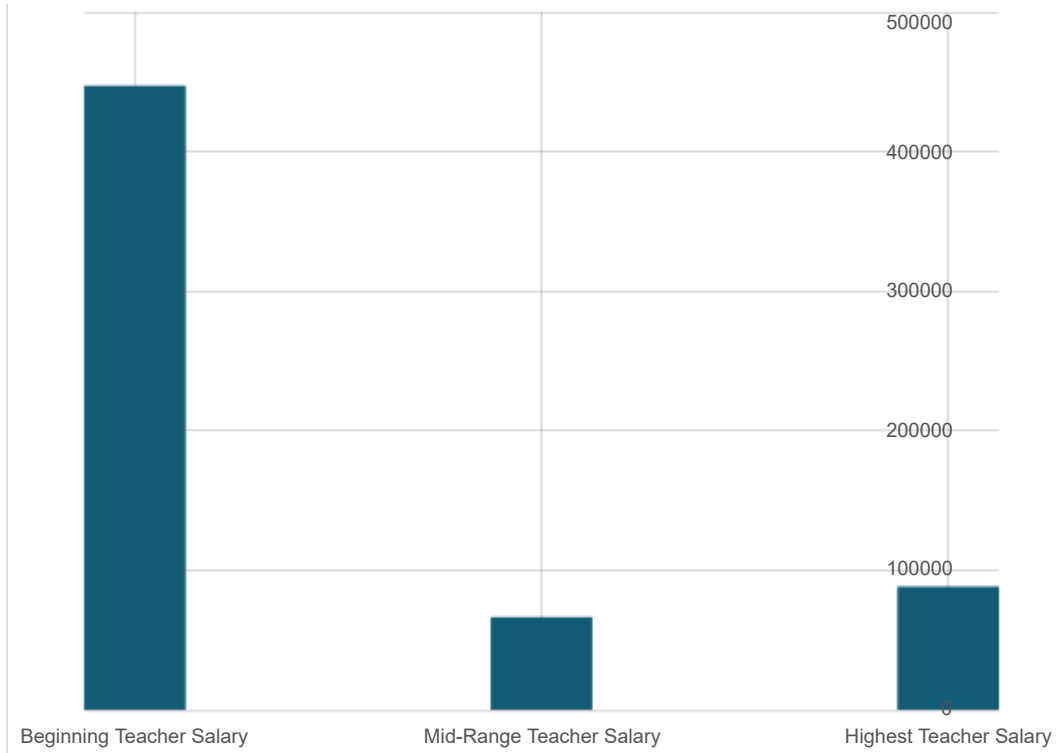
*Last updated: 1/4/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$447,274	--
Mid-Range Teacher Salary	\$66,492	--
Highest Teacher Salary	\$88,259	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$115,414	--
Superintendent Salary	\$181,178	--
Percent of Budget for Teacher Salaries	49.00%	--
Percent of Budget for Administrative Salaries	5.00%	--

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

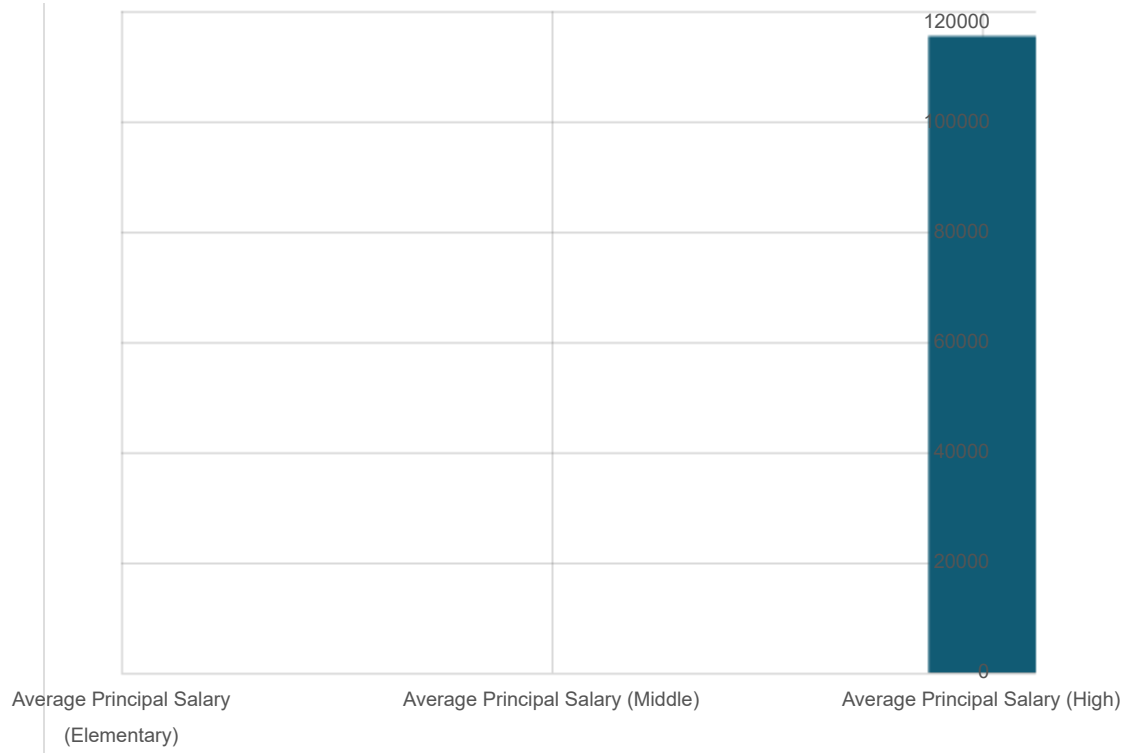
Teacher Salary Chart



Principal Salary Chart



D. Other SARC Information - School Accountability Report Card (CA Dept of Education)



Last updated: 1/8/2021

**Advanced Placement (AP) Courses (School Year 2019–2020)**

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

*Last updated: 1/4/2021*

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

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 1430 N Street  
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## 2019–2020 School Accountability Report Card

### About This School

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#### Contact Information (School Year 2020–2021)

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##### District Contact Information (School Year 2020–2021)

**District Name** Yolo County Office of Education

**Phone Number** (530) 668-6700

**Superintendent** Garth Lewis

**Email Address** [garth.lewis@ycoe.org](mailto:garth.lewis@ycoe.org)

**Website** <http://www.ycoe.org>

##### School Contact Information (School Year 2020–2021)

**School Name** Dan Jacobs

**Street** 2880 East Gibson Rd.

**City, State, Zip** Woodland, Ca, 95776

**Phone Number** 530-668-3090

**Principal** Gayelynn Gerhart, Principal

**Email Address** [gayelynn.gerhart@ycoe.org](mailto:gayelynn.gerhart@ycoe.org)

**Website** <http://www.ycoe.org>

**County-District-School (CDS) Code** 57105795730106

Last updated: 1/4/2021

**School Description and Mission Statement (School Year 2020–2021)**

Dan Jacobs School receives students referred from Yolo County Probation Department. The purpose of juvenile court schools is to provide mandated, compulsory public education services for juvenile offenders who are under the protection or authority of the county juvenile justice system and are incarcerated in juvenile halls. Dan Jacobs School (DJS) is operated by Yolo County Office of Education. DJS provides quality learning opportunities for students to complete a course of study leading to a high school diploma or GED. DJS offers 240 minutes of core academic curriculum daily. Students are required to take all state and local educational assessments. Upon release, or after the court terminates jurisdiction, students are required to continue their public education. DJS students are provided planning and transition services critical to a successful transfer back to a public school. During the time spent at Dan Jacobs School, we will offer an opportunity for credit recovery for students deficient in credit for graduation, counseling for behavior and social awareness, and additional supports and activities to promote wellness and positive community involvement. Students also have the opportunity to earn a high school diploma from DJS. The administration and staff are eager to form a strong partnership with each and every student, to support a successful transition to the next chapter of his/her educational plan. With this in mind, we meet individually with students to set goals and create an individual plan for learning.

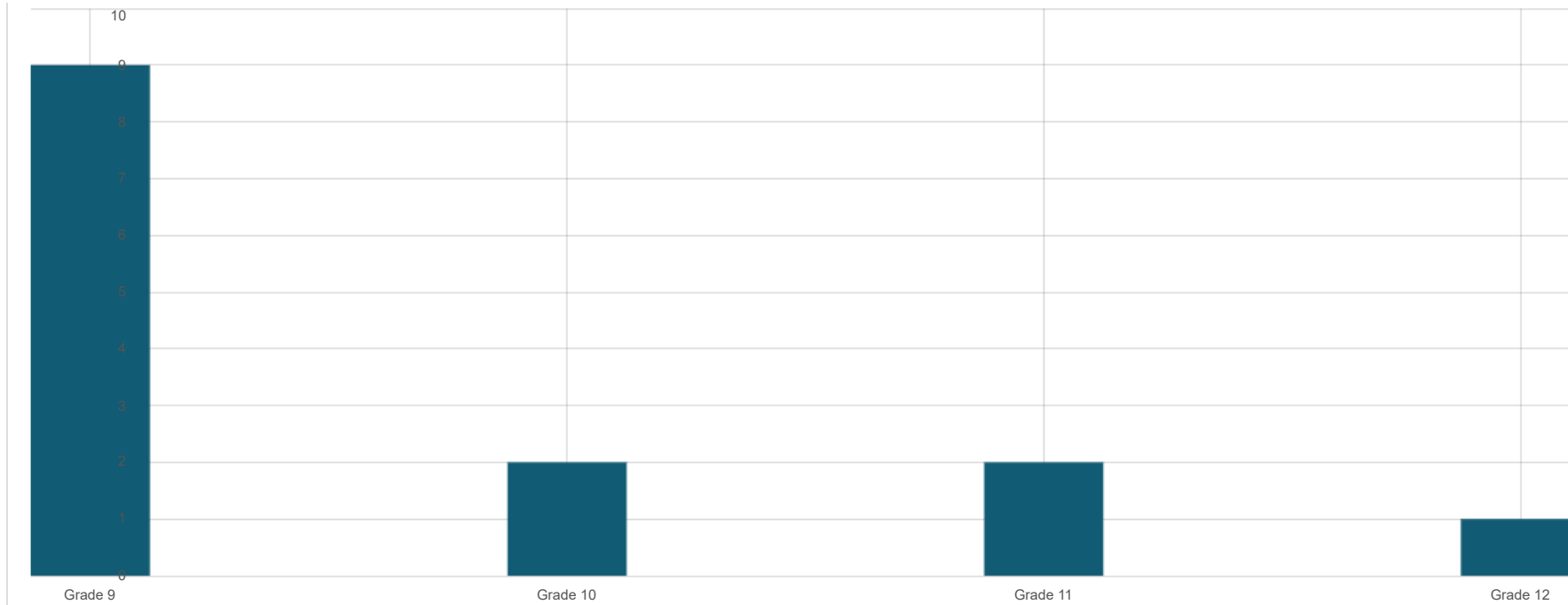
**Mission Statement:**

Empower students through education by providing them the tools to conquer personal challenges, realize their potential, set and attain goals, and become positive members of their community. The mission of Yolo County Alternative Education will be to provide a safe and engaging learning environment and help develop productive members of our community. Our students will develop strong positive relationships with peers and staff. The students will leave prepared for college and a successful career. Students will demonstrate effective skills using reading, writing, and verbal skills to express and receive information.

*Last updated: 1/4/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Number of Students
Grade 9	9
Grade 10	2
Grade 11	2
Grade 12	1
Total Enrollment	14



Last updated: 1/4/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Percent of Total Enrollment
Black or African American	7.10 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	92.90 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	100.00 %
English Learners	85.70 %

Student Group (Other)	Percent of Total Enrollment
Students with Disabilities	7.10 %
Foster Youth	7.10 %
Homeless	7.10 %
<a href="#">Questions: SARC TEAM</a>   <a href="mailto:sarc@cde.ca.gov">sarc@cde.ca.gov</a>   916-319-0406	
California Department of Education 1430 N Street Sacramento, CA 95814	



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## 2019–2020 School Accountability Report Card

### A. Conditions of Learning

#### State Priority: Basic

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

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

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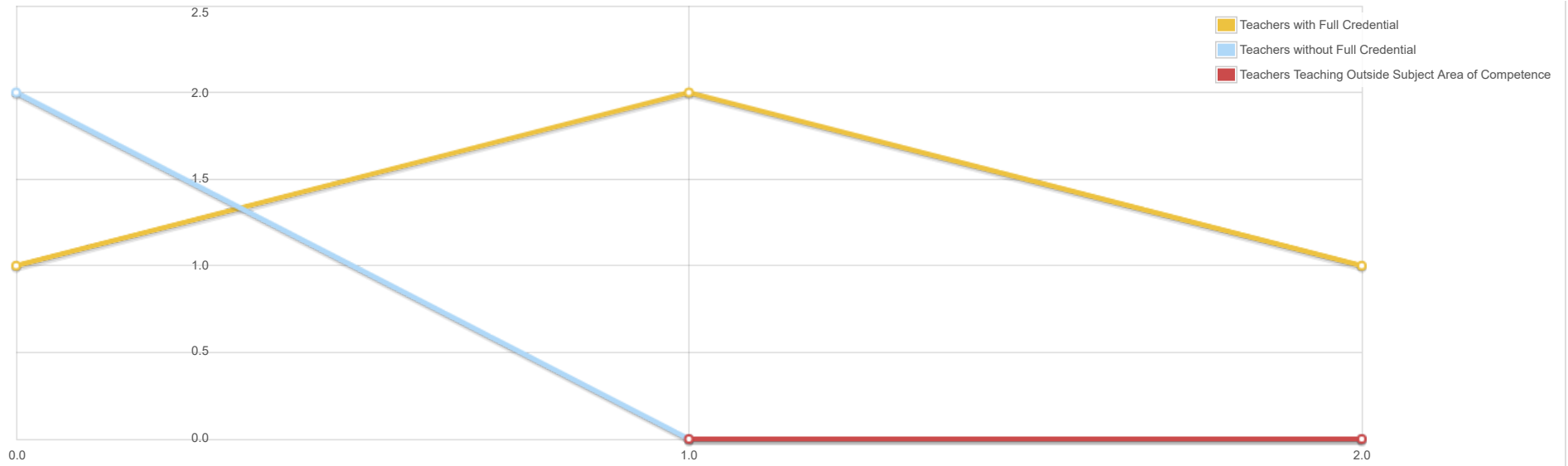
Select Language ▼

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#### Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	1	2	1	
Without Full Credential	2	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	

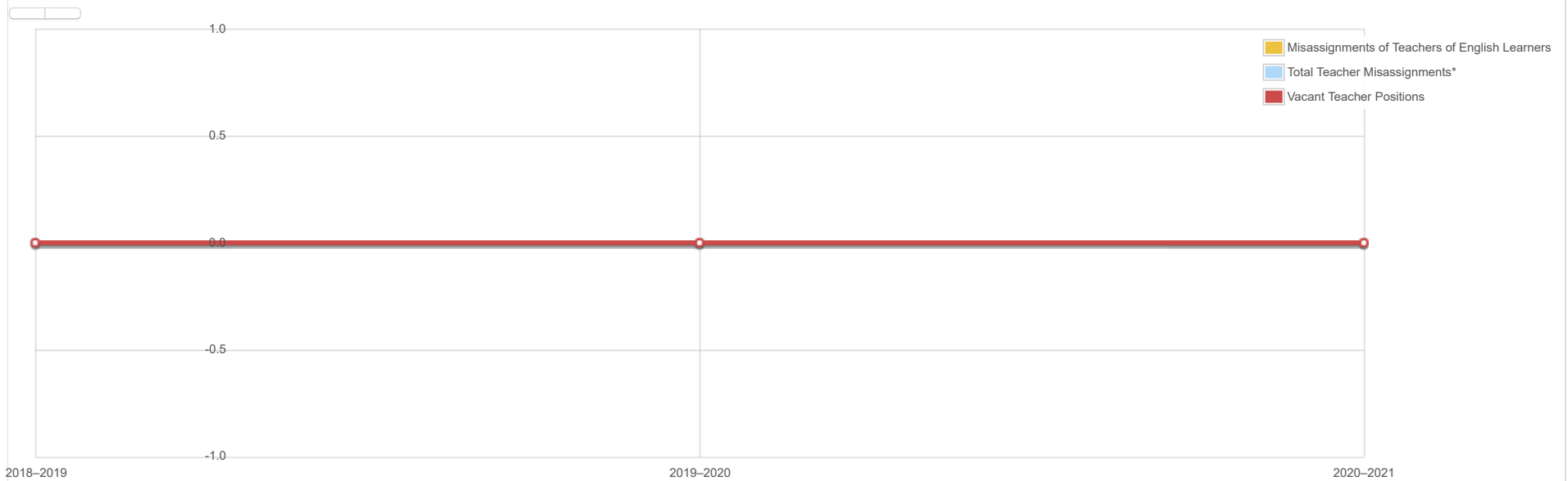
A. Conditions of Learning - School Accountability Report Card (CA Dept of Education)



Last updated: 1/4/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0





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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/4/2021

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

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts 1) Globe Fearon, "World of Vocabulary" series 2) A California Reading/Writing Review 3) Glencoe/McGraw-Hill, Impact Short Stories ( and other readers) 4) Global Fearon, English Skills Practice 5) Pearson Prentice Hall, Timeless Voices, Timeless Themes 6) Edge ELD Level A, B, C 7) Edgenuity (18/19)	Yes	0.00 %
Mathematics	1) McDougal Littell-Houghton Mifflin Co., Pre-Algebra 2) Holt, Rinehart & Winston, Holt California Mathematics, Algebra Readiness 3) Glencoe/McGraw Hill, Pre-Algebra 4) American Book Company, California Math Review 5) Key Curriculum Press, "Key to" series (algebra, percentages etc.) 6) Number Power Series 7) Pearson, Mathematics for Carpentry 8) Globe Fearon, Mathematics 9) McDougal Littell-Houghton Mifflin Co, Algebra 1 10) McDougal Littell-Houghton Mifflin Co, Geometry 11) Edgenuity (18/19)	Yes	0.00 %
Science	Science curriculum materials were adopted on August 16, 2007. 1) Pearson, Earth Science, California Edition 2)Glencoe McGraw Hill, Glencoe Biology 3) Edgenuity (18/19)	Yes	0.00 %
History-Social Science	History-Social Science History/Social Science curriculum materials were adopted on August 16, 2007. 1) McDougal Littell, The Americans 2) McDougal Littell, Modern World History 3) Pearson/Prentice Hall, "History Case Studies" series 4) Teachers' Curriculum Institute, History Alive 5) Glencoe McGraw Hill, World History Modern Times 6) Prentice Hall, Magruder's American Government 7) AGS, Economics 8) AGS, United States Government 9) Edgenuity (18/19)	Yes	0.00 %
Foreign Language	Edgenuity (18/19) online program is available for foreign language courses.	Yes	0.00 %
Health	Edgenuity (18/19) online program is available for health courses. In addition, Cesar Chavez Community School partners with Communicare and Health and Human Services Agency to provide healthcare-related workshops.	Yes	0.00 %
Visual and Performing Arts	Edgenuity (18/19) online program is available for visual and performing arts courses	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/4/2021

**School Facility Conditions and Planned Improvements**

Dan Jacobs School is located within the Yolo County Juvenile Hall, a facility that first became occupied in August of 2005. Building maintenance issues, including the classroom spaces as well as all the built-in cabinetry, are handled by Yolo County maintenance staff. There is an outside small field and paved baseball court area as well as a gymnasium that is also maintained by Yolo County. Yolo County Office of Education Support Operations Services is not responsible for maintenance for the facility; however, YCOE did conduct the FIT. Overall, the facility serves the purpose for which it is used. It has a few minor deficiencies that need to be addressed.

**School Facility Good Repair Status**

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

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

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Poor	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: December 2019

Overall Rating	Fair
----------------	------



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# 2019–2020 School Accountability Report Card

## B. Pupil Outcomes

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### State Priority: Pupil Achievement

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

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

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	0.0%	0.0%	20%	20%	50%	50%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	22%	22%	39%	39%

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/4/2021*

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

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the

1/5/2021

B. Pupil Outcomes - School Accountability Report Card (CA Dept of Education)

2019–2020 school year.

*Last updated: 1/4/2021*

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

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the

2019–2020 school year.

*Last updated: 1/4/2021*



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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)						
<p>Note: Cells with N/A values do not require data.</p> <p>Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.</p> <p>Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.</p>						
						<i>Last updated: 1/4/2021</i>

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2019–2020)**

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

## B. Pupil Outcomes - School Accountability Report Card (CA Dept of Education)

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

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

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

*Last updated: 1/4/2021*

**Career Technical Education (CTE) Programs (School Year 2019–2020)**

The Yolo County Office of Education College and Career Readiness Department collaborates with DJS to provide support in work-based learning opportunities tailored for individual needs of students to include career exploration, job search, resume writing, and interviewing skills. They also help to develop enrichment activities and opportunities for students such as industry-led workshops. There are no full CTE program sequences at this time. Students are able to access CTE courses through the online Edgenuity platform.

There is no active CTE Advisory Committee at DJS currently.

*Last updated: 1/4/2021*

**Career Technical Education (CTE) Participation (School Year 2019–2020)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

*Last updated: 1/4/2021*

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 1/4/2021*

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2019–2020)**

Insufficient information to display.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

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

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

*Last updated: 1/4/2021*

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

**California Department of Education**  
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 Sacramento, CA 95814



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## 2019–2020 School Accountability Report Card

### C. Engagement

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#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020–2021)

Due to the safety and security of the facility and the confidentiality of the youth within the Juvenile Detention Facility, parental involvement is very limited; however, parents are invited to encourage their students to use their school time to their advantage while they attend Dan Jacobs School. Parents have contact with students by phone or may visit on Probation approved visiting days. Parents do have direct involvement in IEP meetings that are scheduled within the facility.

*Last updated: 1/4/2021*

#### State Priority: Pupil Engagement

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

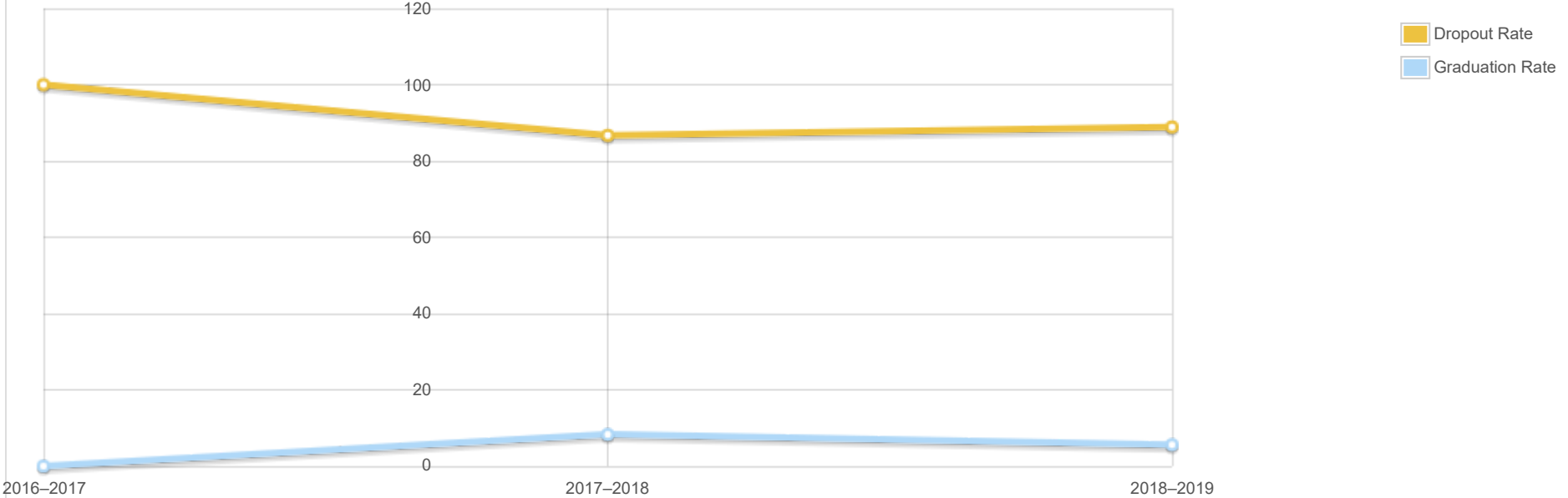
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
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Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	100.00%	86.70%	88.90%	80.20%	65.50%	67.40%	9.10%	9.60%	9.00%
Graduation Rate	0.00%	8.30%	5.60%	17.80%	19.30%	19.80%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/4/2021

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

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

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
------	------------------	------------------	--------------------	--------------------	-----------------	-----------------

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	--	--	--	--	--	--
Expulsions	--	--	--	--	--	--

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

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	--	--	--
Expulsions	--	--	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/4/2021*

**School Safety Plan (School Year 2020–2021)**

Safety and security are high priorities within Dan Jacobs School and both the Yolo County Probation Department and the Yolo County Office of Education work together on these issues. School staff members attend meetings with the Probation Detention staff to review issues of joint concern, including safety. The Probation staff oversees emergency procedures for natural disasters, violent acts, health/safety, and other safety issues so that the school staff and students are provided a safe learning environment.

*Last updated: 1/4/2021*

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## 2019–2020 School Accountability Report Card

### D. Other SARC Information

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

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#### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	1		
Mathematics	7.00	4		
Science	5.00	4		
Social Science	4.00	5		

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



**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	6.00	4		
Mathematics	7.00	4		
Science	2.00	5		
Social Science	3.00	7		

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	2		
Mathematics	3.00	3		
Science	1.00	1		
Social Science	4.00	2		

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

*Last updated: 1/4/2021*

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

Title	Ratio
-------	-------

Pupils to Academic Counselor\*

0.0

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

*Last updated: 1/4/2021*

**Student Support Services Staff (School Year 2019–2020)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	0.20

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

*Last updated: 1/4/2021*

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
-------	------------------------------	-------------------------------------	---------------------------------------	------------------------

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17477.00	\$1463.00	\$16013.00	\$47160.00
District	N/A	N/A	--	\$61188.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/8/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

An instructional teacher and para-educator are present in all classrooms. There is also at least one probation officer present in the classroom at all times. Sacramento Area Youth Speaks (SAYS) provides literacy through poetry. Yolo Arts provides visual and ceramic art instruction. The Power Source program is a proven, evidence-based SEL program for high-risk youth. Designed to be a standalone program for anyone helping youth-at-risk, Power Source equips adolescents with the social and emotional regulation skills they need to build healthy relationships, break intergenerational cycles of violence, addiction, and other high-risk behaviors, and be successful in the workforce. This unique and transformative program is both preventative and rehabilitative. Power Source guides highly at-risk adolescents and young adults in discovering their own resilience while building the skills associated with healthy social and emotional development. Health and Human Services and Communicare provide wrap-around supports and student training related to suicide prevention and mental health. The school is implementing Positive Behavior Intervention Support. DJS is also implementing culturally-responsive curriculum and practices that are provided by The Culture C.O. - O.P., UC Davis SAYS and the School of Education, and through Moving Forward Institute with Reading with Relevance novels, instructional coaching, and support.

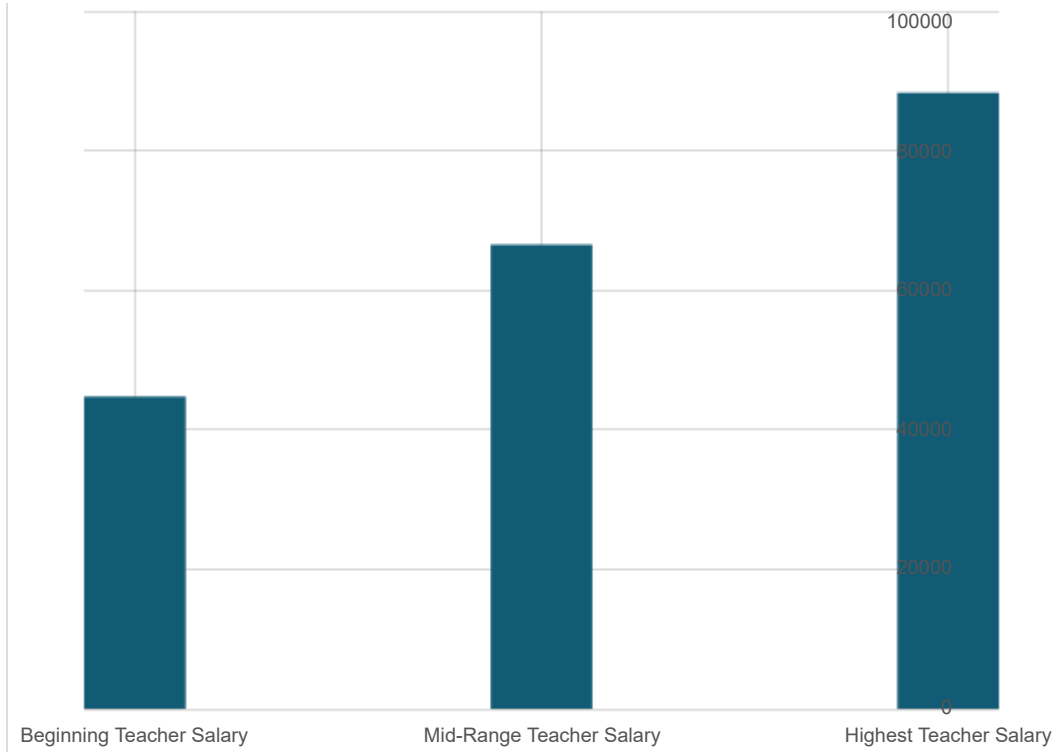
*Last updated: 1/4/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,724	--
Mid-Range Teacher Salary	\$66,492	--
Highest Teacher Salary	\$88,259	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$115,414	--
Superintendent Salary	\$181,178	--
Percent of Budget for Teacher Salaries	41.00%	--
Percent of Budget for Administrative Salaries	3.70%	--

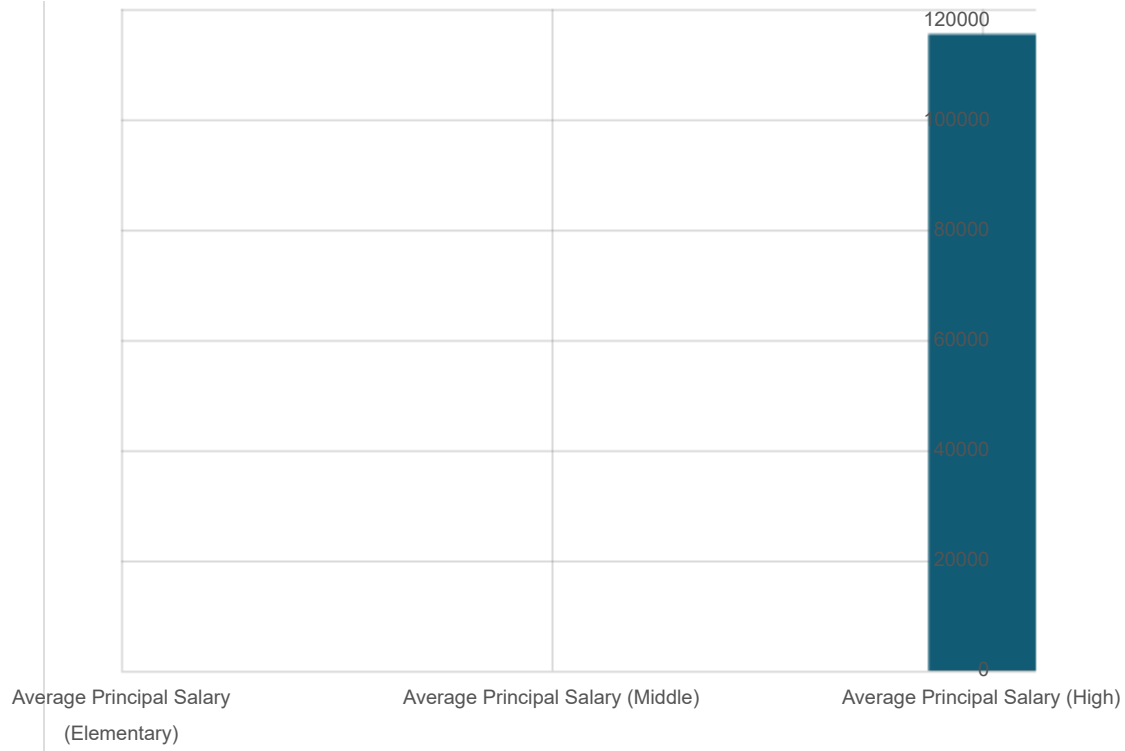
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .

Teacher Salary Chart



Principal Salary Chart

D. Other SARC Information - School Accountability Report Card (CA Dept of Education)



Last updated: 1/8/2021

**Advanced Placement (AP) Courses (School Year 2019–2020)**

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

*Last updated: 1/4/2021*

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

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## 2019–2020 School Accountability Report Card

### About This School

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#### Contact Information (School Year 2020–2021)

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##### District Contact Information (School Year 2020–2021)

**District Name** Yolo County Office of Education

**Phone Number** (530) 668-6700

**Superintendent** Garth Lewis

**Email Address** [garth.lewis@ycoe.org](mailto:garth.lewis@ycoe.org)

**Website** <http://www.ycoe.org>

##### School Contact Information (School Year 2020–2021)

**School Name** Yolo County Special Education

**Street** 285 West Beamer St.

**City, State, Zip** Woodland, Ca, 95695-2510

**Phone Number** 530-668-3854

**Principal** Jessica Burrone, Director, Special Education

**Email Address** [jessica.burrone@ycoe.org](mailto:jessica.burrone@ycoe.org)

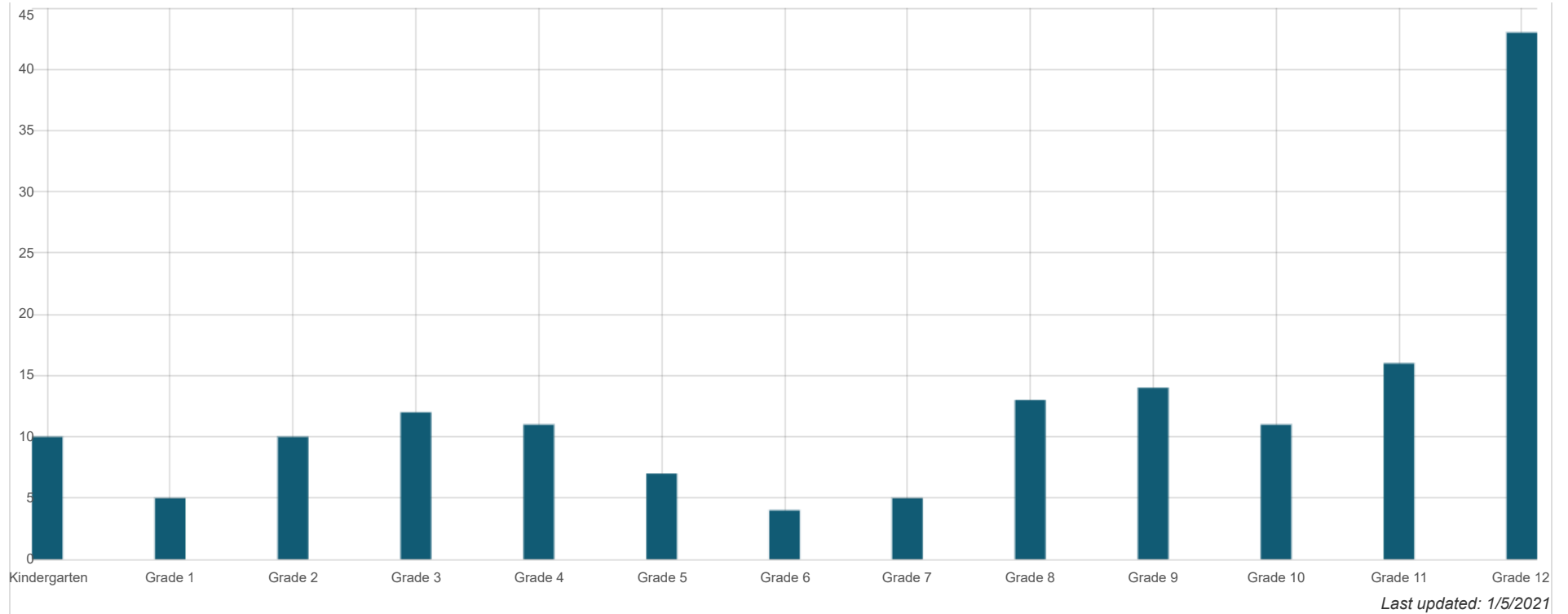
**Website** <http://www.ycoe.org>

**County-District-School (CDS) Code** 57105796077275



**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Number of Students
Kindergarten	10
Grade 1	5
Grade 2	10
Grade 3	12
Grade 4	11
Grade 5	7
Grade 6	4
Grade 7	5
Grade 8	13
Grade 9	14
Grade 10	11
Grade 11	16
Grade 12	43
Total Enrollment	161



Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

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## 2019–2020 School Accountability Report Card

### A. Conditions of Learning

#### State Priority: Basic

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

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

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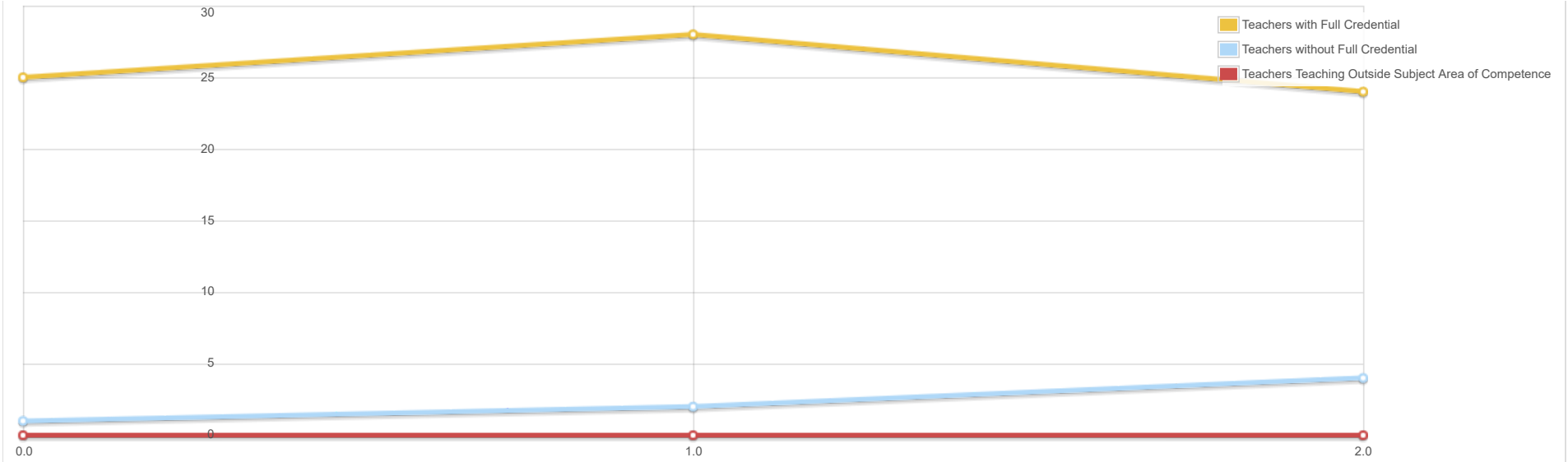
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#### Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	25	28	24	24
Without Full Credential	1	2	4	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

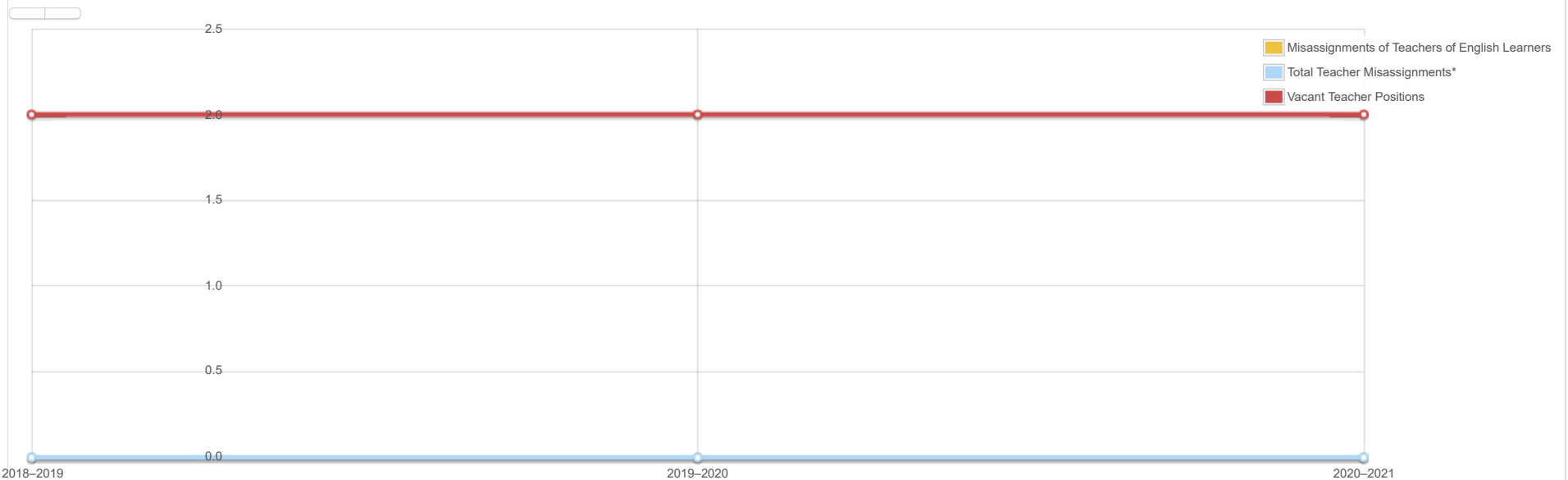
A. Conditions of Learning - School Accountability Report Card (CA Dept of Education)



Last updated: 1/5/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	2	2



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/5/2021

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

Year and month in which the data were collected: November 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by YCOE. Textbook adoptions are completed by the school district that hosts the YCOE classroom and are utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0.00 %
Mathematics	Instructional materials and textbooks are provided to students by the school district or by YCOE. Adoption is completed by the host district. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0.00 %
Science	Instructional materials and textbooks are provided to students by the school district or by YCOE. Adoption is completed by the host district. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0.00 %
History-Social Science	Instructional materials and textbooks are provided to students by the school district or by YCOE. Adoption is completed by the host district. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0.00 %
Foreign Language	Instructional materials and textbooks are provided to students by the school district. YCOE students would attend a foreign language class as appropriate under the student's IEP with necessary supports through their host district school.	Yes	0.00 %
Health	Instructional materials and textbooks are provided to students by the school district or by YCOE. Adoption is completed by the host district. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0.00 %
Visual and Performing Arts	Instructional materials and textbooks are provided to students by the school district and YCOE students would attend a visual and performing arts class through their host district.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/5/2021

**School Facility Conditions and Planned Improvements**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).

Greengate School is a self-contained educational setting for students with significant special needs. As part of a regionalized system within Yolo County SELPA, Greengate School serves students with autism and multiple disabilities. Greengate is also the location of several administrative and staff offices, including the First Steps Infant Program, Yolo County California Children's Services Medical Therapy Unit, and various YCOE therapists and specialists. The first priority for Greengate School is to provide a physically and emotionally safe environment for all students. To support this priority, a variety of well-trained staff are available to provide a rich curriculum that addresses students'

A. Conditions of Learning - School Accountability Report Card (CA Dept of Education)

academic, social, emotional, behavioral, self-help, community instruction, vocational, and recreational needs. Parents, caregivers, student volunteers, community members, and administrators are important team members. The goal for all students is to engage in multiple opportunities for the meaningful practice of functional life skills and independence. According to the California Department of Education School, Directory Greengate School opened July 1, 1980. Overall the site is maintained but has numerous deficiencies due to age that has been a part of ongoing maintenance efforts.

Last updated: 1/5/2021

**School Facility Good Repair Status**

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

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

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</p> <p>Repair Needed and Action Taken or Planned</p> <ul style="list-style-type: none"> <li>• Routine scheduled maintenance checks will be performed.</li> <li>• A sewer stoppage exists, in the storage sink between Speech Therapy and OT office.</li> </ul>
<b>Interior:</b> Interior Surfaces	Fair	<p>The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.</p> <p>Repair Needed and Action Taken or Planned</p> <ul style="list-style-type: none"> <li>• Plaster or paint is damaged -in the waiting room</li> <li>• Ceilings have damage from cracks, tears, holes, or water damage -in the waiting room, and in the classroom kitchen ., as well as in the large activity room.</li> <li>• Partitions/stall doors (if partitions have been designed for doors) are missing, damaged, not securely attached, or non-functional-(Drywall damaged under the sink on both restrooms</li> <li>• Toilet/urinal/sink is not working (sink faucet needs aerator)</li> <li>• The exhaust fan is inoperable (in the Janitorial closet it needs a little adjustments /balancing</li> <li>• Door jambs have excessive scratches and wear marks</li> <li>• Walls have damage from cracks, tears, holes, or water damage, N-E office needs drywall repair</li> <li>• Ceiling tiles missing, damaged, or loose; there is actually a hole in one of the ceiling tiles in the Speech Therapy office.</li> <li>• N-E &amp; S-W corner, storage room: boxes too close to the ceiling</li> <li>• Wet ceiling tiles or walls inside the classroom indicating an active roof leak</li> <li>• Locks and other security hardware are not functioning properly, for the N exit double doors</li> <li>• Routine scheduled maintenance checks will be performed</li> </ul>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	<p>The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.</p> <p>Repair Needed and Action Taken or Planned</p> <ul style="list-style-type: none"> <li>• Routine scheduled maintenance checks will be performed</li> </ul>

A. Conditions of Learning - School Accountability Report Card (CA Dept of Education)

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Poor	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.  Repair Needed and Action Taken or Planned <ul style="list-style-type: none"> <li>• Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) (coax cable is hanging -it needs to be removed in the teacher's office)</li> <li>• Electrical outlet covers or light switch covers are damaged or missing, in the S-E observation room, and to the N-V storage, as well</li> <li>• Lighting fixture or bulbs are not working or missing, in Resource Area room (N-E side of the building )</li> <li>• Lighting covers are missing, damaged, or loose, in the main area of E1</li> <li>• Routine scheduled maintenance checks will be performed</li> </ul>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Poor	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.  Repair Needed and Action Taken or Planned <ul style="list-style-type: none"> <li>• Toilet/urinal/sink is not working (sink faucet needs aerator)</li> <li>• Water pressure too high or low, and the spout needs a new aerator</li> <li>• Routine scheduled maintenance checks will be performed</li> </ul>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.  Repair Needed and Action Taken or Planned <ul style="list-style-type: none"> <li>• Routine scheduled maintenance checks will be performed</li> </ul>
<b>Structural:</b> Structural Damage, Roofs	Fair	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.  Repair Needed and Action Taken or Planned <ul style="list-style-type: none"> <li>• Gutters, roof drains, or downspouts are not intact</li> <li>• Routine scheduled maintenance checks will be performed</li> </ul>
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.  Repair Needed and Action Taken or Planned <ul style="list-style-type: none"> <li>• Horizontal surfaces are excessively dusty/dirty, so the playground needs pressure washing</li> <li>• Sink/fountain missing knob or push button cover over the timer valve on water feature</li> <li>• Gutters, roof drains, or downspouts are not intact</li> <li>• Gopher holes, trip hazards</li> <li>• Sink/fountain missing knob or button on water feature</li> </ul>
<b>Overall Facility Rate</b>		
Year and month of the most recent FIT report: November 2020		
Overall Rating	Fair	

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

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## 2019–2020 School Accountability Report Card

### B. Pupil Outcomes

[Translation Disclaimer](#)

#### State Priority: Pupil Achievement

Select Language ▼

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

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

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	14%		20%		50%	
Mathematics (grades 3-8 and 11)	14%		22%		39%	

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/5/2021*

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

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the

2019–2020 school year.

*Last updated: 1/5/2021*

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

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the

2019–2020 school year.

*Last updated: 1/5/2021*

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	0%					
<p>Note: Cells with N/A values do not require data.                      Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.                      Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.</p>						
<i>Last updated: 1/5/2021</i>						

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2019–2020)**

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

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

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

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

*Last updated: 1/5/2021*

**Career Technical Education (CTE) Participation (School Year 2019–2020)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

*Last updated: 1/5/2021*



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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 1/5/2021*

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2019–2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

*Last updated: 1/5/2021*

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

**California Department of Education  
1430 N Street  
Sacramento, CA 95814**



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## 2019–2020 School Accountability Report Card

### C. Engagement

[Translation Disclaimer](#)

#### State Priority: Parental Involvement

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

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

Select Language ▼

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#### State Priority: Pupil Engagement

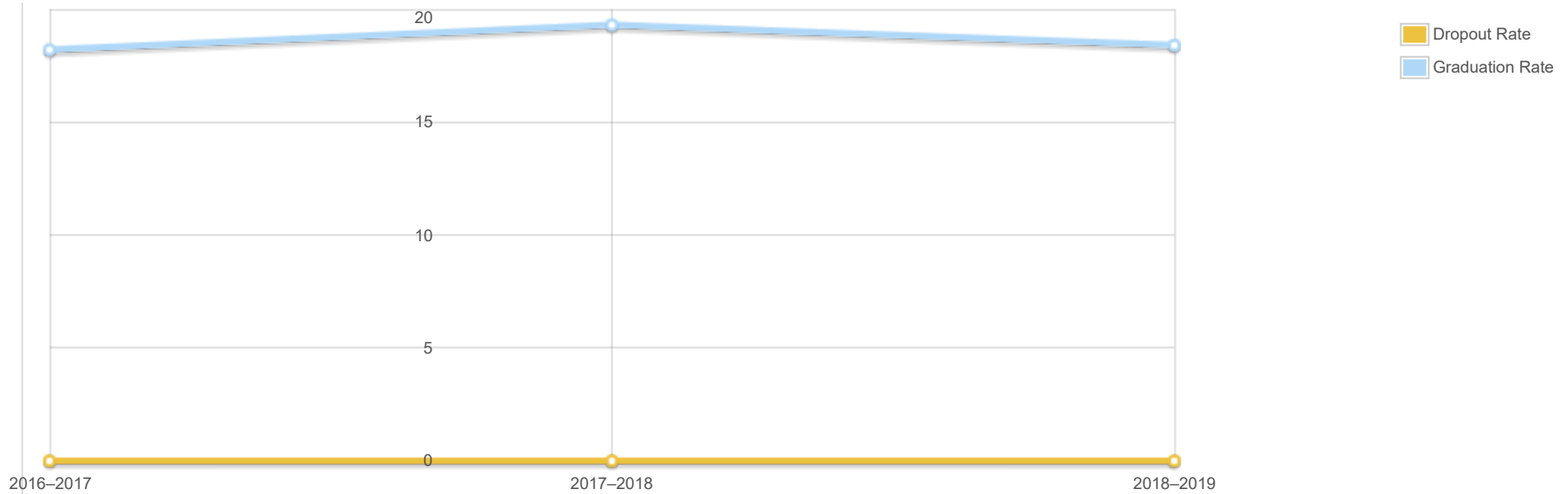
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0.00%	0.00%	0.00%	80.20%	65.50%	67.40%	9.10%	9.60%	9.00%
Graduation Rate	18.20%	19.30%	18.40%	17.80%	19.30%	19.80%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/5/2021

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

#### Suspensions and Expulsions

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

Rate	School 2017-2018	School 2018-2019	District 2017-2018	District 2018-2019	State 2017-2018	State 2018-2019
Suspensions	19.80%	11.20%	4.30%	4.90%	--	--
Expulsions	0.00%	0.00%	0.03%	0.02%	--	--

#### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.00%	0.00%	--
Expulsions	0.00%	0.00%	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/5/2021*

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

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Sacramento, CA 95814**



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## 2019–2020 School Accountability Report Card

### D. Other SARC Information

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

[Translation Disclaimer](#)

Select Language ▼

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

Title	Ratio
Pupils to Academic Counselor*	0.0

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

*Last updated: 1/5/2021*

#### Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00

	Number of FTE* Assigned to School
Psychologist	1.00
Social Worker	0.00
Nurse	1.40
Speech/Language/Hearing Specialist	3.00
Resource Specialist (non-teaching)	1.00
Other	4.00

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

*Last updated: 1/5/2021*

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$62671.00	\$62195.00	\$476.00	\$63568.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

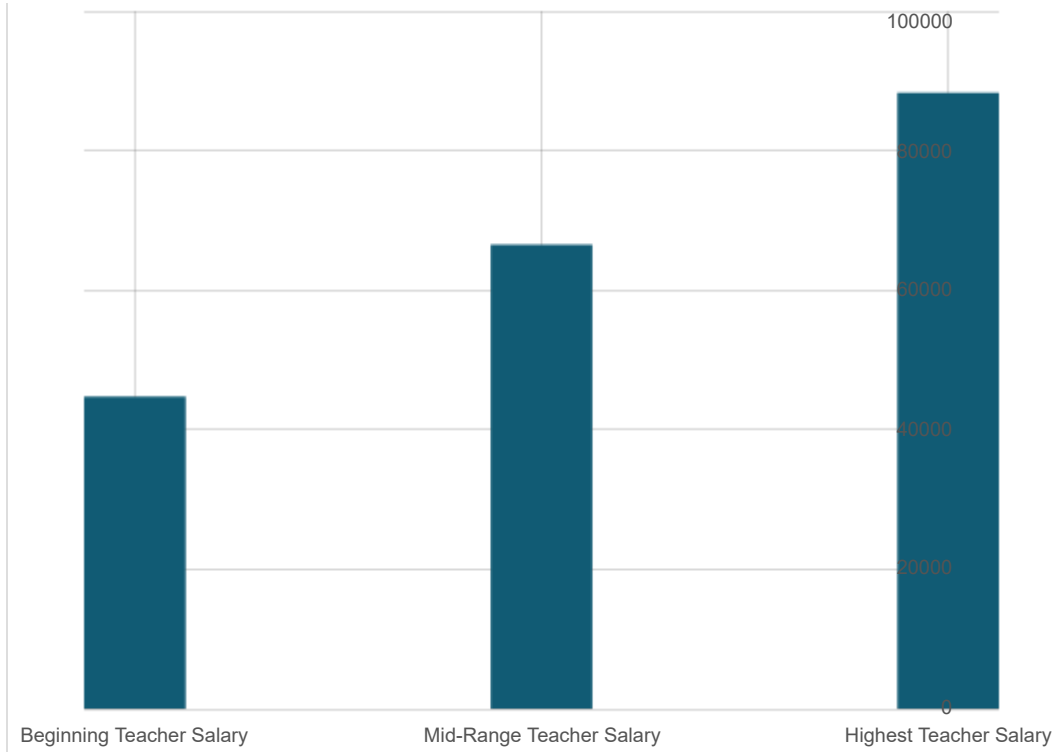
*Last updated: 1/5/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,724	--
Mid-Range Teacher Salary	\$66,492	--
Highest Teacher Salary	\$88,259	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$115,414	--
Superintendent Salary	\$181,178	--
Percent of Budget for Teacher Salaries	21.00%	--
Percent of Budget for Administrative Salaries	3.80%	--

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

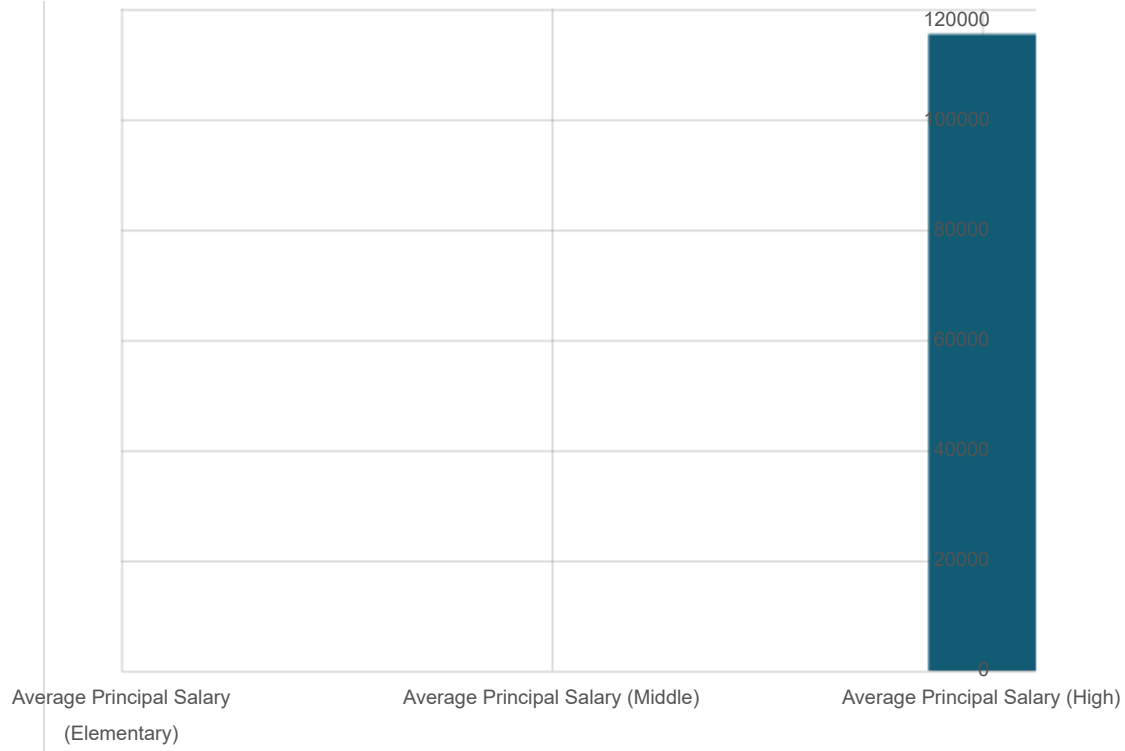
Teacher Salary Chart



Principal Salary Chart



D. Other SARC Information - School Accountability Report Card (CA Dept of Education)



Last updated: 1/8/2021

**Advanced Placement (AP) Courses (School Year 2019–2020)**

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

*Last updated: 1/5/2021*

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

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#### **5. 4. 2021 California Latino School Boards Association Board membership**

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##### **Description**

Information for discussion on Board membership to the California School Boards Association is attached. YCOE has not paid membership for a Board member to this association in recent years. Also attached are the 2020-21 budget reports for Board membership and travel.

##### **Recommendation**

Discussion and possible action.

##### **Supporting Documents**



Become A Member - CLSBA



scan\_yvette.seibert\_2021-01-07-14-19-08

##### **Contact Person**

Vice President Melissa Moreno to present this item.

Member Portal (<https://clsba.org/members/>)

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(<https://clsba.org/>)

## **BECOME A MEMBER**

BECOME A MEMBER  
([HTTPS://WWW.EVENTBRITE.COM/E/2021-  
2022-CLSBA-MEMBERSHIP-TICKETS-  
134811549975](https://www.eventbrite.com/e/2021-2022-clsba-membership-tickets-134811549975))

Click the link below to renew your membership online today. If your school district or organization cannot pay by credit card, please email Gil Rebollar at [Treasurer@clsba.org](mailto:Treasurer@clsba.org) (<mailto:Treasurer@clsba.org>) to request an invoice and pay by mail. You can also download an invoice form here.

(<https://clsba.org/wp-content/uploads/2020/12/CLSBA-Invoice.pdf>)

**IF YOU'RE NOT A MEMBER OF CLSBA YET...NOW'S THE TIME TO JOIN!**

We have several exciting new developments planned for the new year and your investment helps CLSBA continue its work in improving the quality of education for Latinx students.

**CLSBA has member categories for both individuals and organizations:**

## INDIVIDUAL MEMBERSHIP

**\$50.00 ANNUALLY**

Open to anyone who is a school board member, administrator, teacher, or educational leader. Open to anyone wishing to advance education for Latinx students.

## STUDENTS

**\$25.00 ANNUALLY**

Open to anyone who is currently enrolled as a student.

## ORGANIZATIONAL/SCHOOL DISTRICT PARTNER

**\$250.00 ANNUALLY**

Open to organizations of any size. Up to five individuals can be designated for member benefits, with additional members at \$25 each.

BECOME A MEMBER ([HTTPS://WWW.EVENTBRITE.COM/E/2021-2022-CLSBA-MEMBERSHIP-TICKETS-134811549975](https://www.eventbrite.com/e/2021-2022-clsba-membership-tickets-134811549975))

MEMBER PORTAL ([HTTPS://CLSBA.ORG/MEMBERS/](https://clsba.org/members/))



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Fund : 01 GENERAL FUND

FROM 07/01/2020 TO 06/30/2021  
UNAPPROVED TRANSACTIONS INCLUDED

OBJECT CLASSIFICATION	APPROVED BUDGET	CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
5200 TRAVEL & CONFERENCE	13,272.00	3,415.00	3,415.00	25.7	399.00	9,458.00	71.2
TOTAL: 5xxx	13,272.00	3,415.00	3,415.00	25.7	399.00	9,458.00	71.2
TOTAL: 1xxx - 5xxx	13,272.00	3,415.00	3,415.00	25.7	399.00	9,458.00	71.2

Fund :01 GENERAL FUND


FROM 07/01/2020 TO 06/30/2021  
UNAPPROVED TRANSACTIONS INCLUDED

OBJECT CLASSIFICATION	APPROVED BUDGET	EXPENDED/RECEIVED CURRENT YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
5300 DUES & MEMBERSHIPS	200.00	200.00	100.0	0.00	0.00	.0
TOTAL: 5xxx	200.00	200.00	100.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx	200.00	200.00	100.0	0.00	0.00	.0



**6. INFORMATION ITEMS**

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**6. 1. Initial Proposal to the Yolo County Superintendent of Schools from the Yolo Education Association (YEA)** 

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**Description**

Collective bargaining law requires that initial proposals for negotiations be sunshined at a public Board meeting by the Superintendent. The initial proposal from Yolo Education Association, for 2020-21 was presented to the Superintendent (see attached).

The Superintendent is using the Board meeting as a forum to publicly present the proposal. The Superintendent will order that the proposal be posted and set for public hearing at the February 9, 2021 Board meeting.

**Recommendation**

It is recommended that the Superintendent receive the Yolo Education Association collective bargaining proposal for 2020-21 and order that it be posted and set for public hearing at the February 9, 2021 Board meeting.

**Supporting Documents**



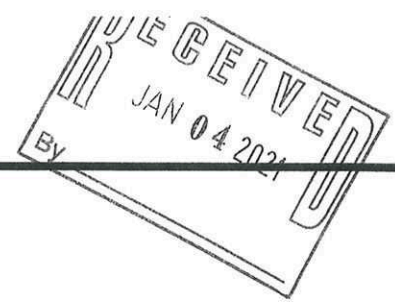
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**Contact Person**

Superintendent Garth Lewis will present this item.

**Margie Valenzuela**

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**From:** Hale, Cyndi  
**Sent:** Sunday, January 3, 2021 10:58 PM  
**To:** Margie Valenzuela  
**Cc:** Gendelman-Wilson, Sharon; Wiegel, Jessica; KSwensen@cta.org; Hobbs, Tommy  
**Subject:** YEA Sunshine Items

Hello Margie,

The Yolo Education Association (YEA) is formally requesting to sunshine the following items for contract renegotiation in the 2020-2021 school year:

- Article 13: Teaching Hours
- Article 17: Staff Development
- Article 19: Pay & Salary
- Article 21: Benefits

Please feel free to contact me if you have any questions or need more clarification on the above-mentioned items.

Thank you!

Cyndi Hale  
Mental Health Therapist  
YEA President  
Yolo County Office of Education  
(916) 601-8704

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## **6. 2. School Plan for Student Achievement (2020-2021)**

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### **Description**

Presented for your consideration is the 2020-2021 School Plan for Student Achievement (SPSA) for Cesar Chavez and Dan Jacobs schools. This SPSA was produced in February and March of 2020. Due to the ongoing COVID-19 crisis, development was halted as we pivoted to produce the Operations Written Report and Learning Continuity and Attendance Plan (LCP). This document is being brought forward for consideration in accordance with the Every Student Succeeds Act (ESSA) requirements and in order to be able to leverage Comprehensive Support and Improvement (CSI) funding for this school year. We are currently in the process of developing the SPSA for the 2021-2022 school year and will be brought to the board for their consideration and approval in June. As with many documents this year, this document will undergo significant revision to align it with the Local Control and Accountability Plan that is currently under development. Staff will be on hand to answer any questions.

### **Recommendation**

Information only. It is staffs' intention to bring this item back for approval at February's board meeting.

### **Supporting Documents**



2020\_School\_Plan\_for\_Student\_Achievement\_Cesar\_Chavez\_Community\_\_School\_20210105.pdf

### **Contact Person**

Dr. Micah Studer, Executive Director, Equity and Support Services, Title IX Coordinator, will present this item.

School Year: **2020-21**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cesar Chavez Community School and Dan Jacobs School	57 10579 0113787, 57 10579 5730106	August 6, 2020	

## Purpose and Description

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

Comprehensive Support and Improvement  
Targeted Support and Improvement

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

All actions included in this SPSA are reflective of the LEA plan including the Goals and Actions in LCAP, as well as program descriptions in both the Consolidated Application and LCAP Federal Addendum. Focus areas for this plan include:

- \* Teacher collaboration
- \* Focused professional development plan
- \* School climate
- \* Teacher and student engagement

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

February 2019- Healthy Kids Survey (School climate, safety, student wellness, and youth resiliency)  
June 2020- Staff COVID Distance Learning Supports Survey  
July 2020- Family Distance Learning Supports Survey

## Classroom Observations

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

Classroom observations are completed by the school administration, formally and informally. Teachers are typically observed three to four times per week.  
Summary of findings:

### CONCERNS-

- \* Inconsistency in classroom procedures and following school-wide policies
- \* Edgenuity implementation is at its intermediate stage
- \* Student engagement

### POSITIVES-

- \* Caring and supportive staff
- \* School-wide suspension numbers are down
- \* Students are beginning to buy-in to the online learning format
- \* Staff is willing to engage in culturally responsive curriculum training

Additional concerns related to Distance Learning have arisen as a result of the COVID-19 epidemic with the school's response being articulated in both the Operations Written Report and Learning Continuity and Attendance Plan.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Local data are critical to support the achievement of our students as often our cohort size is too small to receive dashboard indicators. Local STAR Renaissance Reading and Math Assessment data are used to modify and improve instruction throughout the school year. The assessment is given approximately every 45 days. In addition, assessments are embedded in Edgenuity as well as teacher-created assessments. The assessments are a key component of instruction because they help students learn. Assessments are used as a motivation for teachers and students. Individual student CAASPP state data are evaluated annually.

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

Grades and credits earned are monitored at the conclusion of each grading period. This is in addition to the annual assessments given throughout the school year. Student progress monitoring is in place to help teachers use student performance data to continuously evaluate the effectiveness of their teaching practices and to provide more informed instructional guidance. The teacher determines a student's current performance level on skills that the student will be learning during the school year, and identifies goals to be reached by the end of the year. The teacher also establishes the rate of progress the student needs to make to meet the established goals.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Teachers with full credentials: 3  
Teachers without full credentials: 1

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

All Williams Act requirements have been met as affirmed by the County Board of Education.

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

The Alternative Education Program has a focused and comprehensive professional development plan that is revised annually, while the initiatives remain consistent. Three focus areas for professional development include: Trauma-informed care, Thematic Instruction, Culturally Responsive Pedagogy.

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

Instructional support is provided to maximize individual student success, while at the same time serving as a screening process for students who may be in need of specialized educational services. Specific strategic supports are provided through partnerships such as math coaching through the UC Davis Math Project.

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

Staff work together to create a learning community to increase student learning and achievement. The goals of the collaborative efforts are to create an ongoing process that enhances to the ability to work with at-risk youth. Teachers meet weekly to discuss best practices and student participation in their classrooms.

## Teaching and Learning

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

All curriculum, instruction and materials are aligned to the standards students have access to many UC A-G approved through Edgenuity.

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

All 7th and 8th grade students received the required instructional minutes for reading/ language arts, and math.

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

All students, regardless of grade level, receive an individualized education plan that focuses on learning acceleration and preparation for post-secondary options.

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

All materials are standards based and meet the minimum requirements. Outside of Edgenuity Offerings, our curricular materials are aging and in need of re-adoption to support both culturally relevant pedagogy and the most up-to-date standards and frameworks.

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

State Board of Education (SBE) adopted materials are implemented in numerous ways in the classroom. Textbooks and online materials are adopted by the YCOE Board of Education and used in the appropriate setting to guide instruction.

## Opportunity and Equal Educational Access

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

Services of academic support are provided in a wide variety of instructional methods. School resources help students accelerate their learning progress, catch up with their peers and succeed in meeting graduation requirements.

Evidence-based educational practices to raise student achievement

The following core components are the foundation of our educational programs:

Trauma-informed Care (Minahan 2019)

Culturally-responsive Pedagogy (Landson-Billings 1994)

Individualized Student Learning Plans (ILPs) (Hamilton 2009)

## Parental Engagement

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

The YCOE alternative education programs are significantly supported throughout Yolo County. Students receive services from CommuniCare; YCHHS (Yolo County Health and Human Services) staff; probation, local school districts, foster youth funding. Parents are asked to attend IEP meetings, Back To School Night, Open House, Student Art Show, School Site Council and graduation.

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

ConApp programs are evaluated via School Site Council as well as LCAP Stakeholder Input meetings.

### Funding

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

Title 1 funding supports additional staffing, materials and programs.

Fiscal support (EPC)

N/A



## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

School Site Council meetings as well as LCAP Stakeholder meetings provide input opportunities to annually review the SPSA.

## Resource Inequities

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

The school identified for Comprehensive Support and Improvement was Dan Jacobs School which serves our incarcerated youth. Many of our youth experience a disproportionate lack of resources prior to entering the facility including but not limited to:

- \*Access to instructional supports
- \*Access to counseling and other mental health supports
- \*Food and housing stability
- \*Consistent enrollment in a district
- \*Consistent attendance due to disciplinary action and habitual truancy

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	1.19%	4.23%	2.63%	1	3	2
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	89.29%	74.65%	76.32%	75	53	58
Pacific Islander	%	%	0%			0
White	8.33%	18.31%	17.11%	7	13	13
Multiple/No Response	%	%	3.95%			0
<b>Total Enrollment</b>				84	71	76

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 8	1	2	
Grade 9	10	3	12
Grade 10	19	16	17
Grade 11	23	23	37
Grade 12	31	27	10
<b>Total Enrollment</b>	84	71	76

### Conclusions based on this data:

1. Enrollment is declining.
2. Programs options for students in grades 7 & 8 are very limited as a result of low numbers of expelled youth.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	16	13	14	19.0%	18.3%	18.4%
Fluent English Proficient (FEP)	24	18	23	28.6%	25.4%	30.3%
Reclassified Fluent English Proficient (RFEP)	5	7	0	27.8%	43.8%	0.0%

### Conclusions based on this data:

1. Many of our EL students are long-term English Language Learners (LTELs) in our programs.
2. The number of students reclassified as RFEP has increased each year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	*	35	27	*	17	11	*	17	11		48.6	40.7
All Grades	56	39	37	11	20	14	11	20	14	19.6	51.3	37.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	2418.	2421.	*	0.00	0.00	*	5.88	0.00	*	5.88	9.09	*	88.24	90.91
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	5.00	0.00	0.00	10.00	7.14	100.0	85.00	92.86

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 7	*	*	*	*	*	*	*	*	*	
Grade 8	*	*	*	*	*	*	*	*	*	
Grade 11	*	5.88	0.00	*	11.76	27.27	*	82.35	72.73	
All Grades	0.00	5.00	0.00	9.09	15.00	28.57	90.91	80.00	71.43	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	0.00	0.00	*	6.25	18.18	*	93.75	81.82
All Grades	0.00	0.00	0.00	0.00	10.53	14.29	100.0	89.47	85.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	0.00	0.00	*	29.41	45.45	*	70.59	54.55
All Grades	0.00	0.00	0.00	18.18	35.00	35.71	81.82	65.00	64.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	0.00	0.00	*	29.41	27.27	*	70.59	72.73
All Grades	0.00	0.00	0.00	27.27	30.00	21.43	72.73	70.00	78.57

**Conclusions based on this data:**

1. Students enter Cesar Chavez struggling with their skills in English Language Arts.
2. Student engagement in core academic content continues to be a challenge.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	*	35	27	*	13	10	*	12	10		37.1	37
All Grades	*	39	37	*	15	13	*	14	13		38.5	35.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	2407.	*	*	0.00	*	*	0.00	*	*	8.33	*	*	91.67	*
All Grades	N/A	N/A	N/A	*	0.00	0.00	*	0.00	0.00	*	7.14	0.00	*	92.86	100.0

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	*	0.00	*	*	8.33	*	*	91.67	*			
All Grades	*	0.00	0.00	*	7.14	0.00	*	92.86	100.0			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	0.00	*	*	8.33	*	*	91.67	*
All Grades	*	0.00	0.00	*	7.14	7.69	*	92.86	92.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	0.00	*	*	16.67	*	*	83.33	*
All Grades	*	0.00	0.00	*	14.29	38.46	*	85.71	61.54

**Conclusions based on this data:**

1. Students enter Cesar Chavez struggling with their skills in math.
2. The online program, Edgenuity, is used as the primary curriculum.
3. Student engagement in core academic content continues to be a challenge.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	*		*		*		*	
Grade 8		*		*		*		*
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							16	8

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*	*		*	*	*
All Grades	*	*	*	*	*	*	*	*	16	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*	*	*	16	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10		*	*	*	*	*	*	*	*	*
12		*	*	*		*	*	*	*	*
All Grades		*	*	*	*	*	*	*	16	*



Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*
All	*	*	*	*	*	*	16	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*
All Grades	81.25	*	*	*	*	*	16	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*	16	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*
All Grades	*	*	81.25	*	*	*	16	*

**Conclusions based on this data:**

1. Student cohort is too small to generate meaningful state-level data in this area.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>71</b>	<b>71.8</b>	<b>18.3</b>	<b>11.3</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	18.3
Foster Youth	8	11.3
Homeless	6	8.5
Socioeconomically Disadvantaged	51	71.8
Students with Disabilities	14	19.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	4.2
Hispanic	53	74.6
Two or More Races	2	2.8
White	13	18.3







### Conclusions based on this data:

1. Over 75% of students qualify as "socioeconomically disadvantaged"; however, observational data suggest that nearly all students meet the criteria.
2. Nearly 90% of the students identify as Hispanic.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Color	<b>Graduation Rate</b>  No Performance Color	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  No Performance Color	<b>Chronic Absenteeism</b>  No Performance Color	
<b>College/Career</b>  No Performance Color		

### Conclusions based on this data:

1. Although the suspension rate increased, it was a difference of 2 additional students.

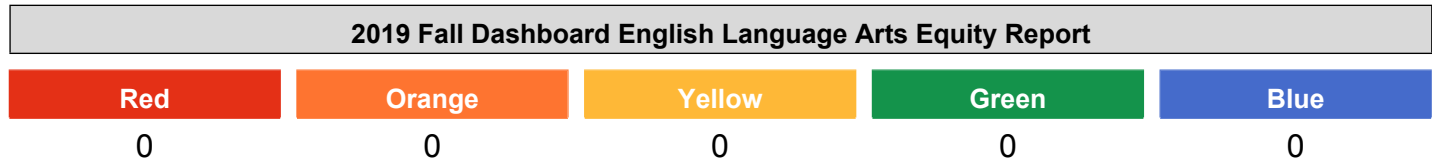
# School and Student Performance Data

## Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>	<p><b>English Learners</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Foster Youth</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p><b>Homeless</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students - Data Not Displayed for Privacy 1	0 Students	Less than 11 Students - Data Not Displayed for Privacy 6

**Conclusions based on this data:**

1. The number of students tested and results are too low to be reported by each performance level.

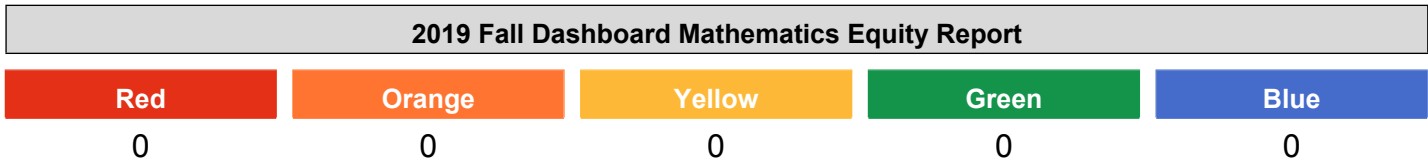
# School and Student Performance Data

## Academic Performance Mathematics







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





This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>	<p><b>English Learners</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p><b>Homeless</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 6

**Conclusions based on this data:**

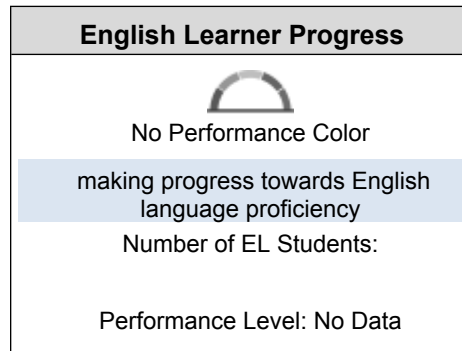
1. The number of students tested and results are too low to be reported by each performance level.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
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#### Conclusions based on this data:

1. Student cohort numbers are too small to generate state-level data.



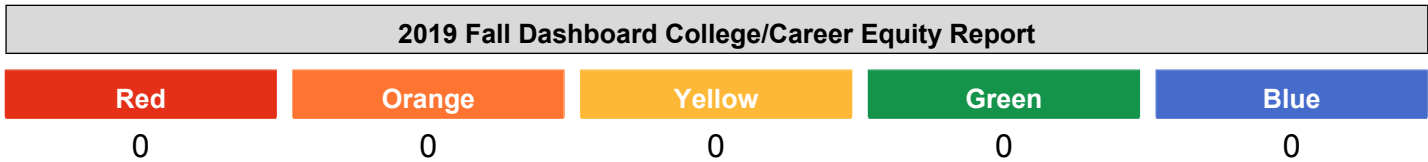
# School and Student Performance Data

## Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Maintained 0 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

**2019 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
<b>0 Prepared</b>	<b>0 Prepared</b>	<b>0 Prepared</b>
<b>3 Approaching Prepared</b>	<b>3 Approaching Prepared</b>	<b>9.1 Approaching Prepared</b>
<b>97 Not Prepared</b>	<b>97 Not Prepared</b>	<b>90.9 Not Prepared</b>

**Conclusions based on this data:**

1. The number of students tested and results are too low to be reported by each performance level.

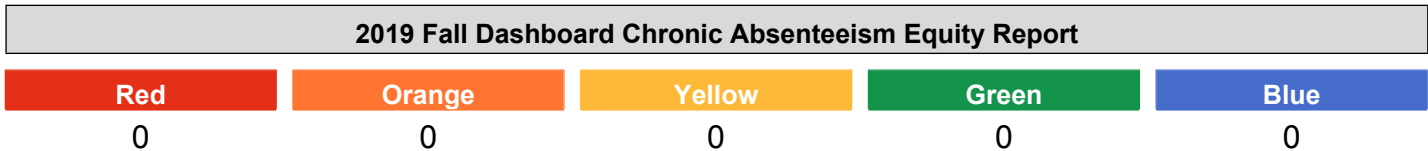
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>	<p><b>English Learners</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	<p><b>Foster Youth</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0</p>
<p><b>Homeless</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

**Conclusions based on this data:**

1. The number of students tested and results are too low to be reported by each performance level.

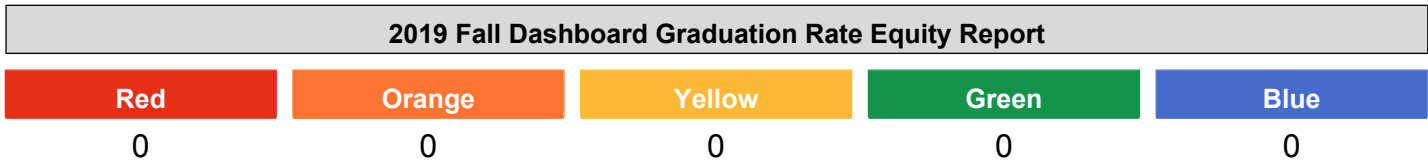
# School and Student Performance Data

## Academic Engagement Graduation Rate

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 45.5 Increased +3 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 41.2 Maintained -1.7 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 42.9 Maintained +2.1 14	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
42.4	45.5

**Conclusions based on this data:**

1. Although the graduation rate declined, the program graduated 20+ students.
2. Students enter Cesar Chavez significantly credit deficient; thus, struggle to graduate in 4 years.
3. The YCOE Alternative Education Program has developed and implemented placement criteria per grade level based on the number of credits earned, not by the number of years in school.

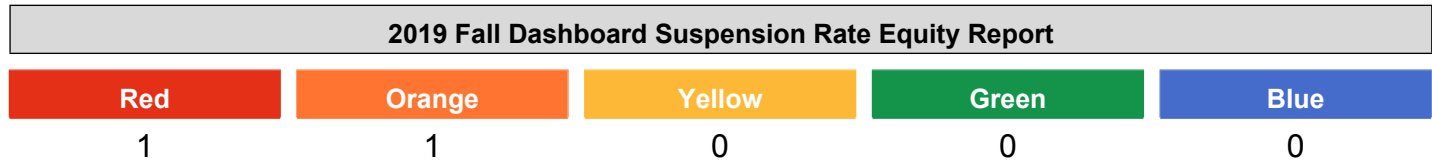
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



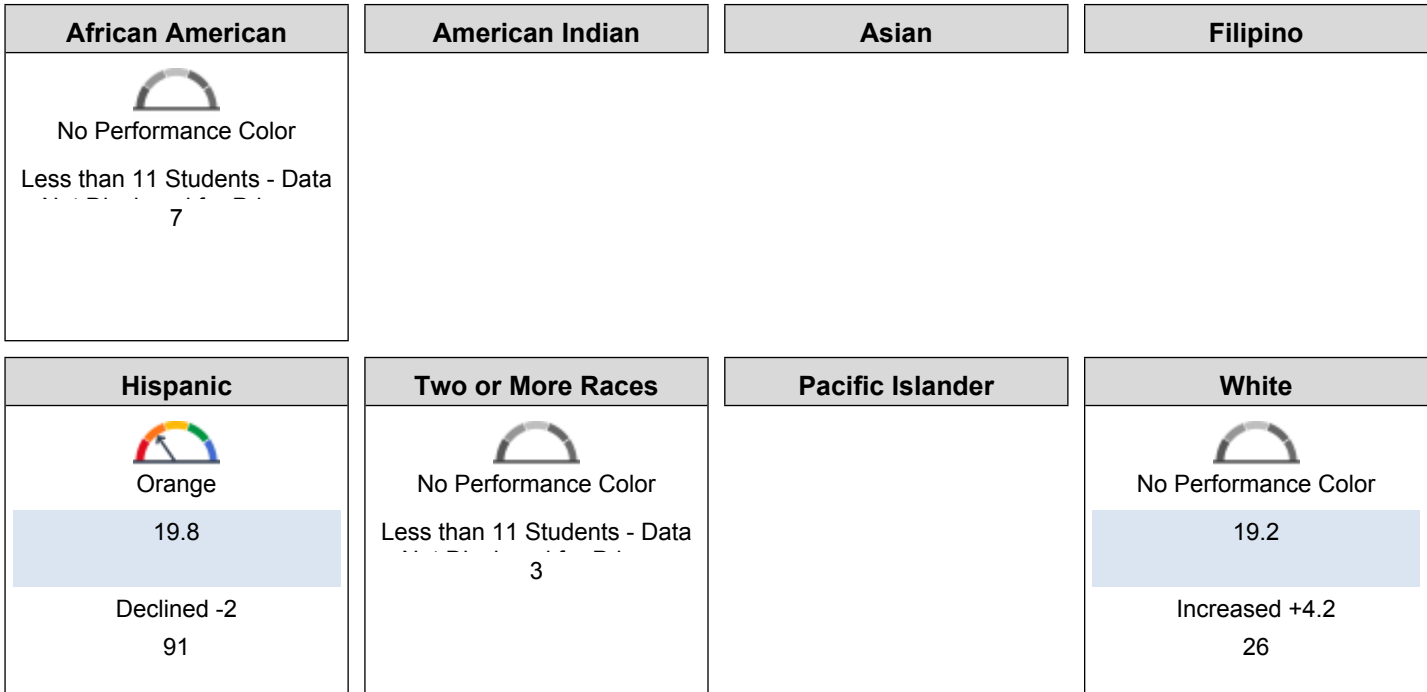
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 19.7 Declined -0.4 127	 No Performance Color 19 Increased +15.3 21	 No Performance Color 41.7 Increased +29.9 12
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 16.7 12	 Red 21.6 Maintained +0.2 97	 No Performance Color 35.3 Increased +35.3 17

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**



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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	20.1	19.7

**Conclusions based on this data:**

- Although the suspension rate increased, the data were driven by two additional suspensions for the year.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goals 2 and 3

## Goal 1

Provide students with a culturally responsive, relevant curriculum aligned to the Common Core Standards with an emphasis on language development, academic vocabulary and reading proficiency.

## Identified Need

Provide an instructional program that will enable students to improve their grade level proficiencies with a focus on literacy, and to move towards social and academic success that prepares them with 21st century career and college readiness skills they can apply in their community.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance STAR Reading and Math Scores (STAR test activity report)	86% of students have tested at least 1 time with the ELA and Math assessments.	90% of students will have tested at least 1 time with the ELA and Math assessments.
Edgenuity Coursework Completion in ELA (Edgenuity Dashboard Report)	73% of students enrolled in an Edgenuity ELA course have completed credits.	75% of students enrolled in an Edgenuity ELA course will earn course credit.
ELPAC Assessments (CDE Assessments and Accountability)	In the initial ELPAC, 7% of students have tested in the Intermediate English Learner range.	In the initial ELPAC, 10% of students will have tested in the Intermediate or Proficient English Learner range.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide students with a Common Core aligned instruction.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1400	LCFF 4000-4999: Books And Supplies
18000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
7400	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
1200	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Focus on developing academic vocabulary with students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
5000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Analyze STAR Assessment Data Reports following each testing window.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
1500	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

## Annual Review

**SPSA Year Reviewed: 2019-20**

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

### ANALYSIS

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

N/A

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

N/A

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

N/A

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goals 2 & 3

## Goal 2

Increase achievement in Mathematics, with an emphasis on Algebra 1 standards, thinking and reasoning, and problem solving.

## Identified Need

Increase proficiency in Mathematics. The majority of students' math skills are below grade level. This has an impact on the student's ability to meet the math graduation requirement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Math Scores (Math Test Outcomes Report)	37% of students have tested in Renaissance Math and increased at least one grade level equivalent.	45% of students will have tested in Renaissance Math and increased at least one grade level equivalent.
Analyze STAR Assessment Data Reports following each testing window	80% of teachers participate in quarterly data analysis related to STAR Assessment Data.	100% of teachers participate in quarterly data analysis related to STAR Assessment Data.
Credits and grades earned in math courses (AERIES grades)	38% of students earned Math credits via direct instruction or online.	45% of students will have earned Math credits.
Edgenuity Assessments (Edgenuity Dashboard)	64% of students earned Math credits through Edgenuity.	70% of students will have earned Math credits through Edgenuity.
CAASPP Annual Assessments	70% of eligible students take the CAASPP test.	75% of eligible students will take the CAASPP test.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Explore Math curriculum options

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
600	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
4000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
5000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Analyze STAR Assessment Data Reports following each testing window

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

N/A

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

N/A

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

N/A

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 3

## Goal 3

Provide supports for successful post-secondary options (College and Career Readiness).

## Identified Need

Students are lacking the skills necessary for post-secondary job readiness and/or college.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of students attending some form of higher education post high school (Academic Counselor)	10% of students have enrolled in a post high school program	15% of student will enroll or participate in a post high school program
The number of students seeking assistance with transition services for job readiness (Academic Counselor)	85% of students have received transition services	85% of students will receive transition services

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Provide individual as well as group services, including college exploration and college applications, assistance for purchasing textbooks, and assisting with completing financial aid applications. Provide students the opportunity to visit local college campuses.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0	None Specified None Specified Costs covered in existing programs.
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## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide instructional support for Dan Jacobs Students by providing a paraeducator to support student learning through individualized academic, behavior, and social-emotional supports.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

26000	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries
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16000	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
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## Annual Review

### SPSA Year Reviewed: 2019-20

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

### ANALYSIS

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

N/A

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

N/A

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

N/A



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goals 1, 2 and 3

## Goal 4

Improve pro-social behavior

## Identified Need

Student behavior and attendance interferes with the student's ability to access a quality education, and meet graduation requirements.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance data (Per Aeries)	68% of students will have positive attendance	70% will have positive attendance
Discipline data (per CALPADS)	18% of students were suspended	No more than 15% of students will be suspended
Number of graduates Per Aeries)	42% of eligible 12 grade students have earned a high school diploma	45% of eligible 12 grade students will earn a high school diploma
Number of credits earned during each grading period (per AERIES)	78% of students have earned credits per grading period	80% will earn credits during each grading period

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Implement PBIS-like strategies

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8400

Source(s)

Comprehensive Support and Improvement (CSI)  
4000-4999: Books And Supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement attendance and behavior incentives

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

General Fund

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Research The Nurtured Heart Program to determine its' appropriateness, and if so, determine an implementation timeline

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified  
None Specified  
No Associated Costs

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide trauma based training for all staff

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

None Specified

Training provided by existing YCOE Staff.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# Annual Review

**SPSA Year Reviewed: 2019-20**

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

## ANALYSIS

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

N/A

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

N/A

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

N/A

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goals 1,2 and 3

## Goal 5

Increase the use of technology with students

## Identified Need

Increase the use of technology to support student learning and to facilitate access to curriculum as well as college and career readiness.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Evidence of the use of Google Classroom (Google Administrative Console Report)	Google Classroom has not been implemented	50% of classrooms will implement Google Classroom
Student produced projects using technology skills (Student Artifacts)	75% of students use technology for project based learning	80% of students will use technology for project based learning
Students will use Edgenuity (Edgenuity Administrative Console Report)	75% of classrooms use Edgenuity for instruction and college and career readiness	80% of classrooms will use Edgenuity for instruction and college and career readiness

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Implement Google Classroom

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified  
None Specified  
No Associated Costs

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement student projects using learned technology skills

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified  
None Specified  
No Associated Costs

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Update technology in one classrooms (Teacher work stations, projectors and the installation of Promethean Boards)

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15000

Source(s)

LCFF  
4000-4999: Books And Supplies

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Edgenuity will be fully implemented and all students will be enrolled in at least one core subject course.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

53400

Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Research social/emotional online program options such as Purpose Prep and Base.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified  
None Specified  
No Associated Costs

## Annual Review

### SPSA Year Reviewed: 2019-20

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

### ANALYSIS

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

N/A

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

N/A

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

N/A

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$278,363
Total Federal Funds Provided to the School from the LEA for CSI	\$170,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$180,900.00

Subtotal of state or local funds included for this school: \$70,800.00

Total of federal, state, and/or local funds for this school: \$180,900.00



# School Site Council Membership

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

- X School Principal
- X Classroom Teachers
- X Other School Staff
- X Parent or Community Members
- X Secondary Students

Name of Members	Role
Gayelynn Gerhart	Principal
Monica Aceves Robles	Classroom Teacher
Selyna Leach	Other School Staff
Lupe Moreno	Parent or Community Member
Kristen Storz	Other School Staff
Sergio Macias	Secondary Student
Mary Vasquez	Parent or Community Member
Victoria Macias	

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

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

Attested:

Principal, Gayelynn Gerhart on August 6, 2020

SSC Chairperson, Mary Vasquez on August 6, 2020

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

### 6. 3. Alternative Education Monthly Attendance Report

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#### Description

This month's report includes both attendance data as well as a quarterly update on student engagement activities.

#### Recommendation

Information only. No recommendation at this time.

#### Supporting Documents



Board Slides.pdf



Data for Board January 2021.pptx

#### Contact Person

Dr. Micah Studer, Executive Director of Equity and Support Services, will present this item.

# ATTENDANCE REPORTS

Dan Jacobs  
Cesar Chavez Community School - Woodland  
Yolo County Career Program (YCCP)



Yolo County Office of Education | [www.ycoe.org](http://www.ycoe.org)

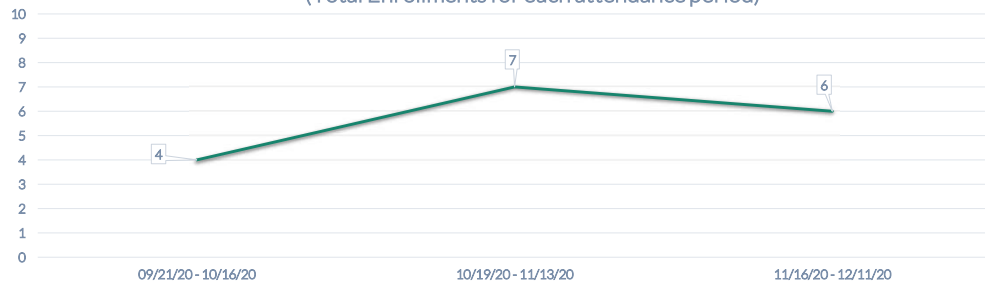


# Dan Jacobs School

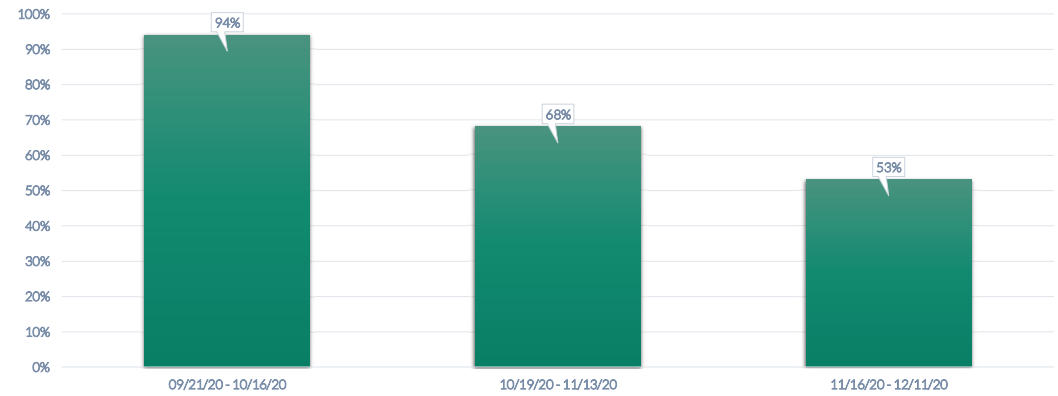
## Months 4-6 (2020-2021)

Attendance Period: 09/21/2020 - 12/11/2020

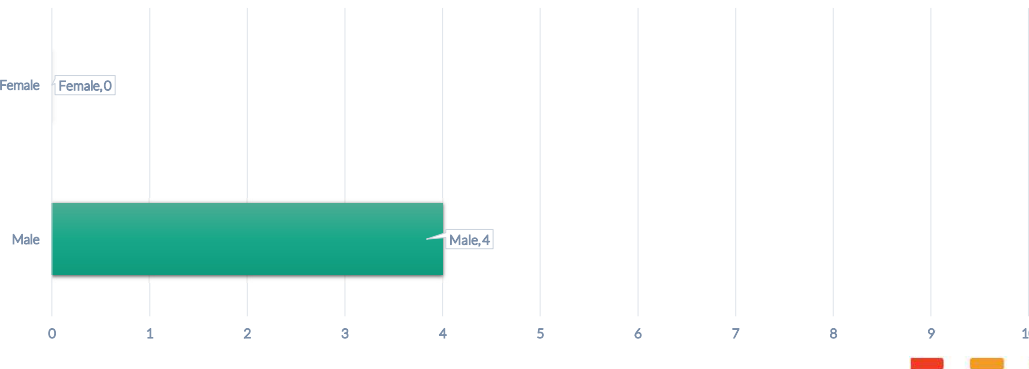
Enrollment Totals (#)  
(Total Enrollments for each attendance period)



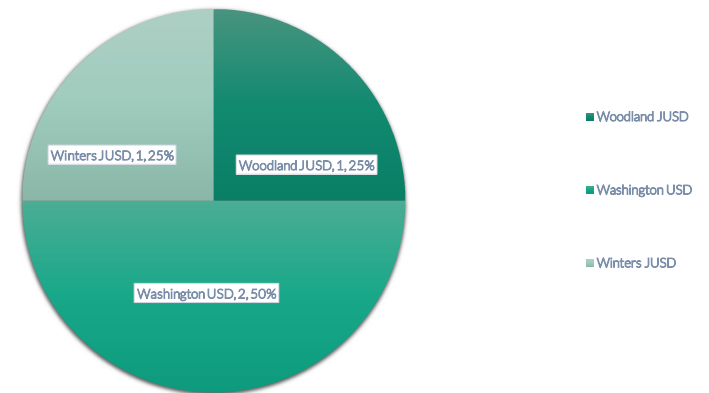
Average Attendance (%)



Gender  
Attendance Period: 11/16/2020 - 12/11/2020  
(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period).



School District of Residence  
(Data is based on ending enrollment for the attendance month)

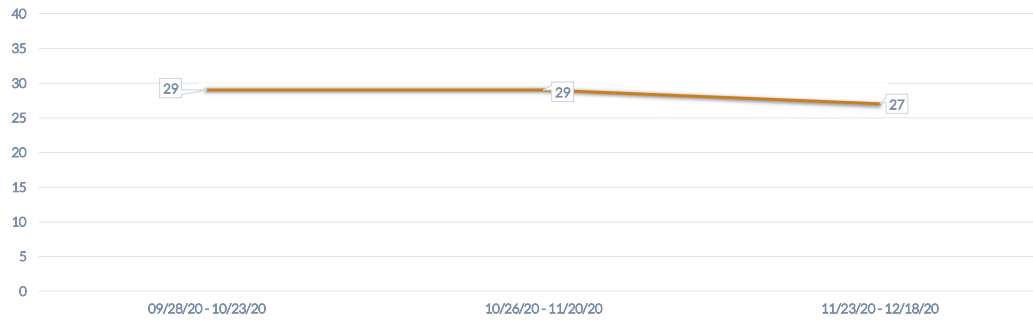


# Cesar Chavez Community School - Woodland

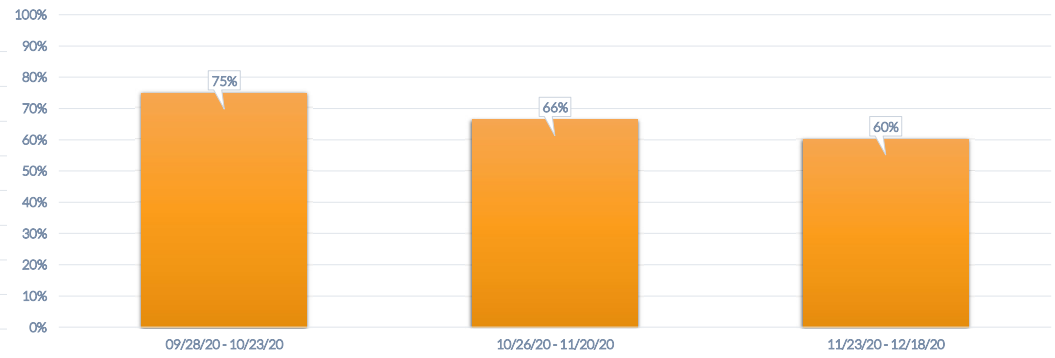
Month 2-4 (2020-2021)

Attendance Period: 09/28/2020 - 12/18/2020

Enrollment Totals (#)  
(Total Enrollments for each attendance period)

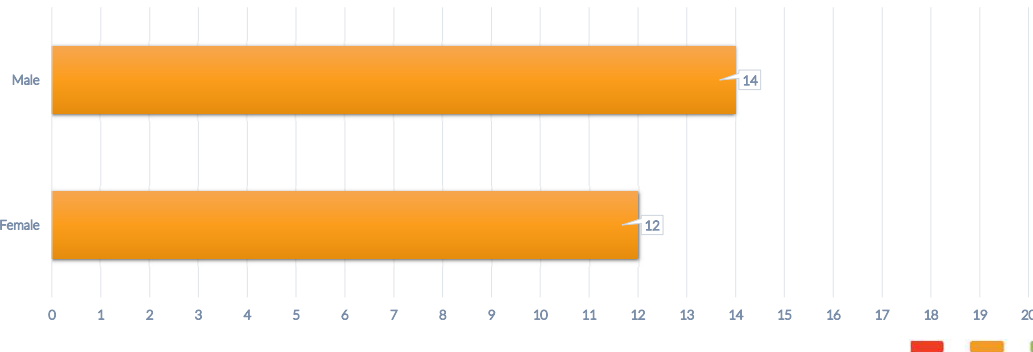


Average Attendance (%)

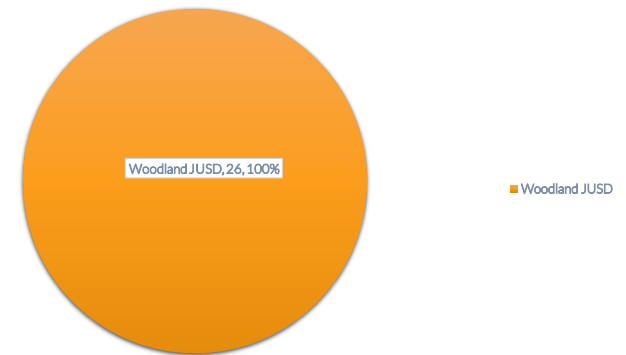


Gender  
Attendance Period: 11/23/20 - 12/18/20

(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period.)



School District of Residence  
(Data is based on ending enrollment for the attendance month)

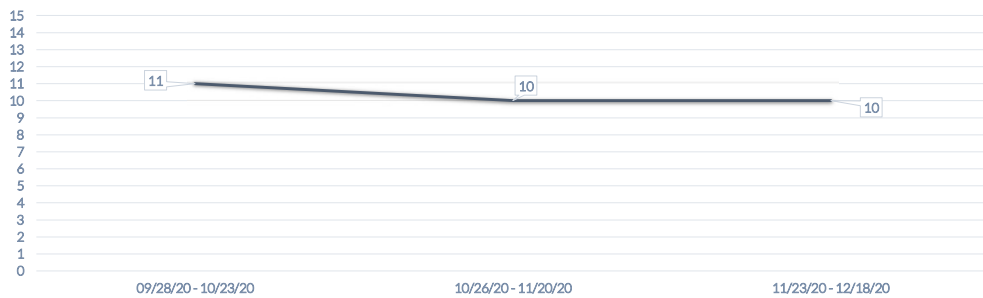


# YCCP ( Yolo County Career Program)

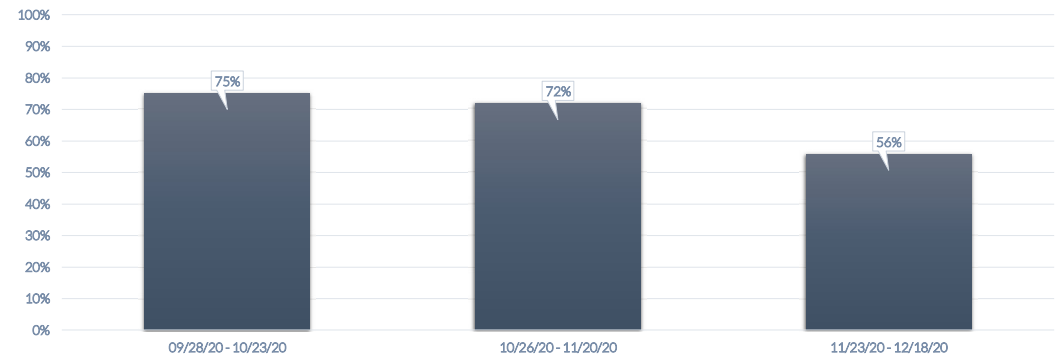
Month 2-4 (2020-2021)

Attendance Period: 09/28/2020 - 12/18/2020

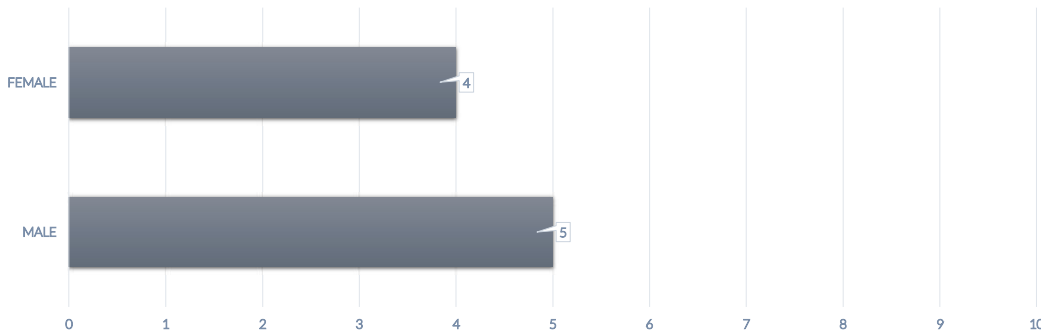
Enrollment Totals (#)  
(Total Enrollments for each attendance period)



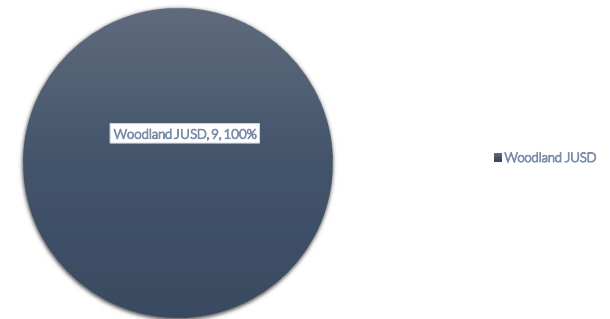
Average Attendance (%)



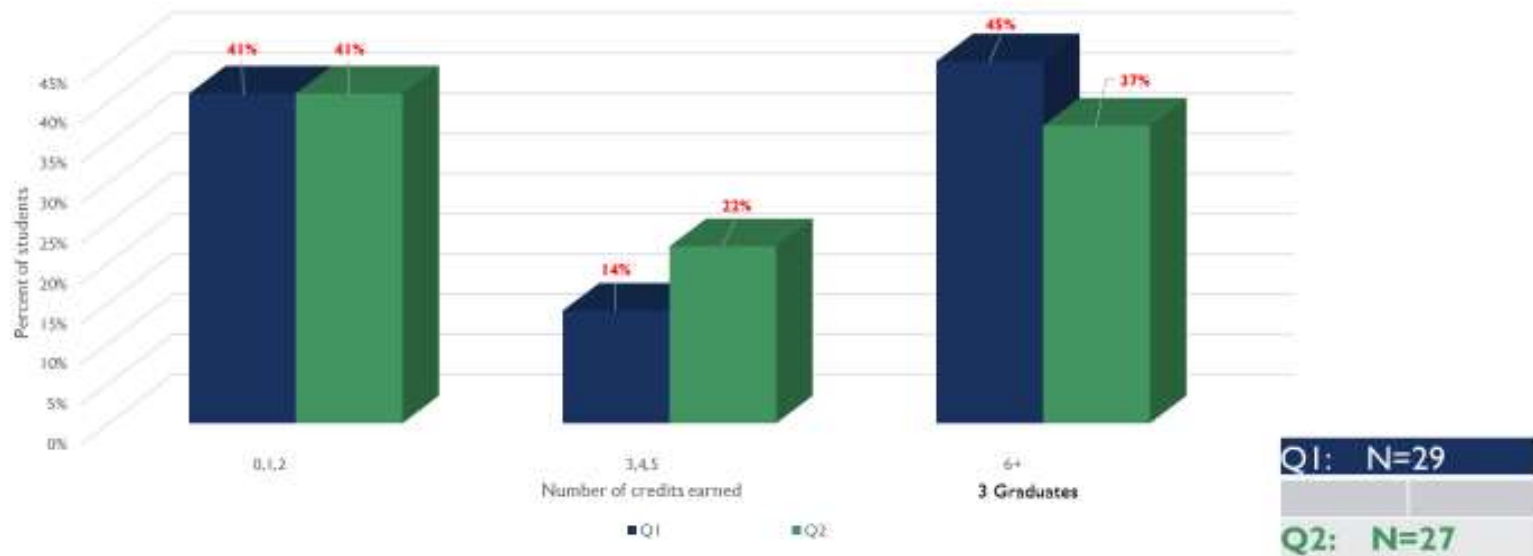
Gender  
Attendance Period: 11/23/20 - 12/18/20  
(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period.)



School District of Residence  
(Data is based on ending enrollment for the attendance month)

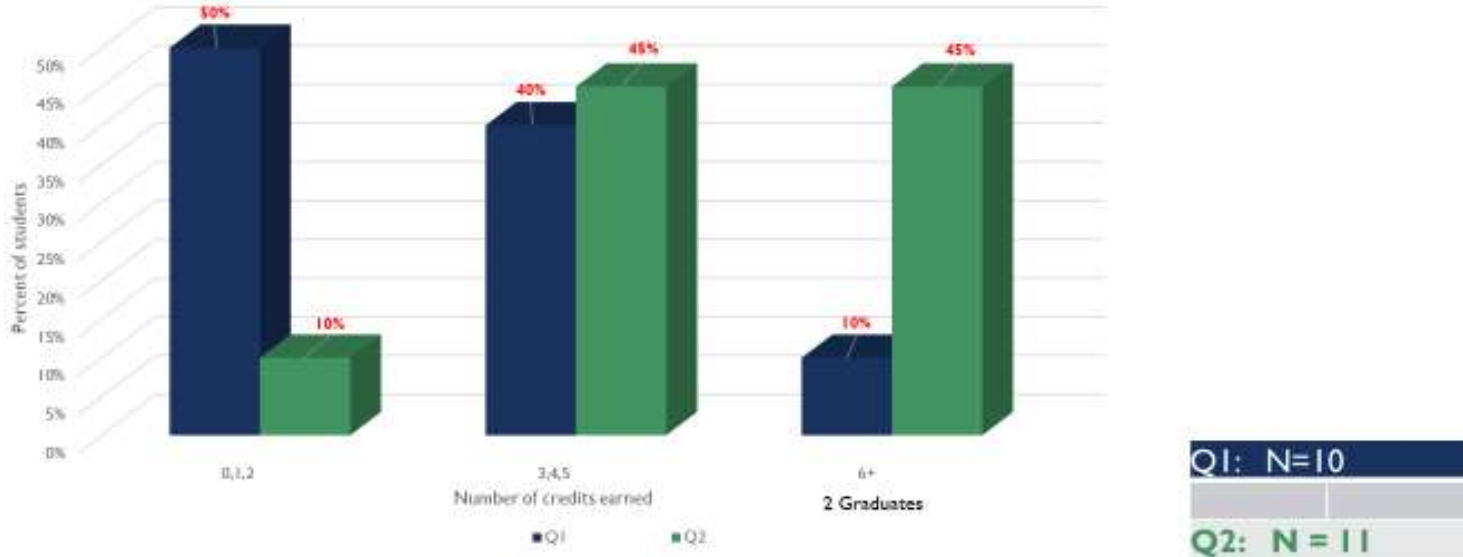


Woodland Chavez Credit Comparison  
Q1 vs Q2



# WOODLAND CHAVEZ CREDITS EARNED COMPARISON

YCCP Credit Comparison  
Q1 vs Q2



# YCCP CREDITS EARNED COMPARISON

AUGUST 31, 2020 – DECEMBER 18, 2020  
DATA COLLECTION

- Alt Ed Documentation
- Communication
- Home Visits
- Access Rerferrals



# SUMMARY

Q1 = AUG 31 – OCT 16  
Q2 = OCT 19 – DEC 18

**COMMUNICATION:** Q1 = 753 contacts (Telephone, text and/or email)

Possible reasons for the call:

- \* Failing to log into class
- \* Declining to participate
- \* Left class early (without a reason)
- \* Concerns shared in class

Q2 = 766 contacts (Telephone, text and/or email)

**HOME (Porch) VISITS:** Q1 = 142 visits

Possible reasons for a visit:

- \* EmpowerYolo resources
- \* Housing resources
- \* Law enforcement support
- \* Foster Youth/Homeless support
- \* Transportation resources
- \* Mental health referral

Q2 = 145 visits

**ACCESS REFERRAL FORM:** Q1 = 63 referrals

Possible reasons for a referral:

- Number of days absent
- Seeking resources for:
  - housing
  - food
  - counseling
  - transportation
  - foster youth/homeless
  - law enforcement/probation collaboration

Q2 = 40 referrals

# THANK YOU



Yolo County Office of Education | [www.ycoe.org](http://www.ycoe.org)



## 6. 4. First Reading of School Site Safety Plans

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### Quick Summary / Abstract

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.

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 must be reviewed and updated before March 1st every year. Attached are the school site safety plans for Greengate School and Cesar Chavez Community School. Also attached is a Power Point presentation detailing the updates to these plans from 2019.20 to 2020.21 school year.

### Recommendation

This item is being presented for information only, and will be coming back for action at February's board meeting.

### Supporting Documents



YCOE School Safety Plans Presentation 1.12.21



YCOE School Safety Plans Presentation 1.12.21.pptx



2020. 21 Comprehensive School Safety Plan Cesar Chavez Community School 1st Reading.pdf



2020.21 Comprehensive School Safety Plan Yolo County Special Education 1st Reading.pdf



**Contact Person**

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

# Comprehensive School Safety Plans

YCOE Board Presentation –  
January 12, 2021



# Comprehensive School Safety Plan Requirements

- 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.
- Comprehensive School Safety Plans are **required under SB 719 & AB 115.**
- Comprehensive School Safety Plans must be **adopted by March 1st every year.**



# Comprehensive School Safety Plan Requirements

- **SB 719 & AB 115** require for safety plans to 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



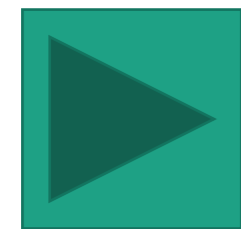
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# Cesar Chavez Community School

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# 2020-21 Comprehensive School Safety Plan Updates



Updated contact numbers and updated staff information.



Updated/deleted information related to West Sacramento/WUSD.



Reviewed prior year's plan to ensure information was still accurate and appropriate for the current school year.



School Site Council / ELAC Approval Meetings: December 9, 2020





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# Greengate School

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## Changes/Updates to 2020-21 Comprehensive School Safety Plan

- Safety Plan Committee collaborative review held in spring and current school year.
- Engagement of stakeholders included school psychologist, school nurse, administrative secretary, and principal.
- Safety Plan Lockdown kits and red ER backpack were added.
- Installation of new gates and ADA door into office.
- Updated evacuation maps in collaboration with Office of Emergency Services, YCOE Principal, YCOE Sped Director and YCOE SOS Director.
- Safety Plan updates will be shared with families (newsletters, digital platforms) with translation as appropriate.
- Safety binders and staff east reference sheets will be updated when new School Safety Plan is approved.
- School Site Council approval: November 30, 2020







# THANK YOU



# Comprehensive School Safety Plan

## 2020-2021 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		
TBD	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 have 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. 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 or 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 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.

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 that 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 shoelaces.
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, they are given the option of 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 County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Student Services	Gayelynn Gerhart, Principal	2020-2021
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 County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Student Services	Gayelynn Gerhart, Principal	2020-2021
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 County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Student Services	Gayelynn Gerhart, Principal	2020-2021
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 County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Student Services	Gayelynn Gerhart, Principal	2020-2021
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	2020-2021

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 YCOE Communications Protocol (EOP) County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Student Services YCOE Superintendent (Garth Lewis) as Public Information Officer	Gayelynn Gerhart, Principal	2020-2021
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 Chavez Administrators and Staff	Gayelynn Gerhart, Principal Selyna Leach, Administrative Assistant	2020-2021
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 Selyna Leach, Administrative Assistant	2020-2021
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 Selyna Leach, Administrative Assistant	2020-2021



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 Selyna Leach, Administrative Assistant	2020-2021

**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	2020-2021
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	2020-2021
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	2020-2021
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	2020-2021
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	2020-2021

**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) Reading with Relevance UC Davis Yolo Arts Culture Co-Op of Davis SAYS (Sacramento Area Youth Speaks)	Gayelynn Gerhart, Principal	2020-2021

## **(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 the 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 the 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 Agreement:

A disciplinary Agreement is a situation whereby a student must fulfill specific commitments or be denied certain privileges until his/her behavior improves. A behavioral contract is a written agreement between 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 manner, 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 the 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 to be treated respectfully. The 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 on 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 students may pick up the cell phone/electronic device from their teacher at the end of class period.

Second offense students may pick up the cell phones/electronic devices at the conclusion of the school day.

Third offense parent picks up a cell phone/electronic device and agrees that student will not have possession of the 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 the school will result in disciplinary action.

#### Surveillance Cameras

The Superintendent or designee shall notify students, parents/guardians, and staff that surveillance may occur on a 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

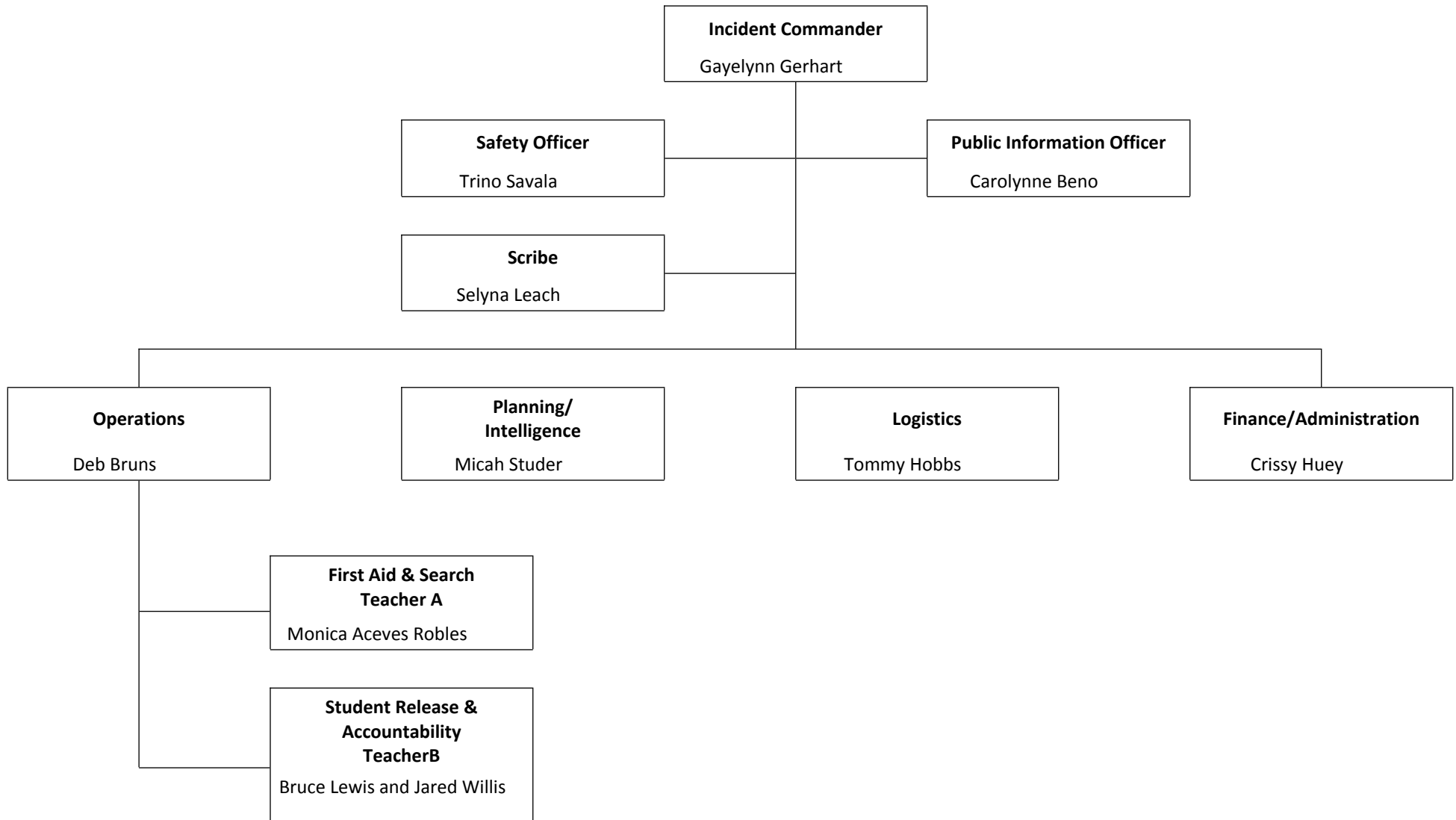
### Utilities, Responders and Communication Resources

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 County Juvenile Hall	530-406-5383	

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

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
School Safety Committee to review plan, solicit input from staff	August 6, 2020	Copy of current year's Comprehensive Safety Plan is available in the main office.
Staff Safety Drills	TBD	Discuss Changes to Safety Plan with Staff
Conduct Safety Drills, Participate in the National Earthquake Drill.	TBD	Campus-wide drills
Debrief Safety Drills with staff (solicit parent and student input)	TBD	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)	December 9, 2020	Zoom
Board Meeting to approve safety plan	December 2020/January 2021	

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:

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

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

# Comprehensive School Safety Plan

**2020-2021  
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**

Greengate Principal Jonelle Castiglia and Greengate Safety Committee

### **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). 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 that 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 backpack that 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.

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 Identification and Reporting of Missing Children  
AR 5142.1

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 County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Special Education (Jessica Burrone)	Jonelle Castiglia, Principal	2020-2021
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 County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Special Education (Jessica Burrone)	Jonelle Castiglia, Principal	2020-2021
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 County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Special Education (Jessica Burrone)	Jonelle Castiglia Principal	2020-2021
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.	AED and Epi Pens in the office copy room  First aid kits in every classroom (list of items in each kit) Red Emergency Backpack w/emergency supplies Emergency Buckets in event of extended Shelter in Place  Office - we keep masks, gloves, antibacterial wipes	Current School Safety Plan County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Special Education (Jessica Burrone)	Jonelle Castiglia, Principal	2020-2021

Objectives	Action Steps	Resources	Lead Person	Evaluation
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 Castiglia, Principal	2020-2021
Increase emergency communication to staff and parents/guardians.	Implement emergency communication test at regular intervals. School Messenger All Calls Greengate Teams - Office 365	Current School Safety Plan YCOE Communications Protocol (EOP) County Office Director of Support Operations Services (Matt Juchniewicz) YCOE Superintendent (Garth Lewis) as Public Information Officer	Jonelle Castiglia, Principal	2020-2021
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 Greengate Administrator and Staff	Jonelle Castiglia, Principal Rosalva Wisterman, Administrative Assistant Alejandra Hernandez, Office Secretary	2020-2021

**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 events, program showcase events, and community meetings that engage all stakeholders.	Staff, parents, students, service providers, school leadership and community members	Jonelle Castiglia , Principal	2020-2021
Increase parent communication.	Update Greengate website and review effectiveness of current systems of communication with parents (e.g. School Messenger Calls, Family Bulletins, Parent Meetings)	Special Ed YCOE webpage, teachers, counselors, and administrators	Jonelle Castiglia , Principal	2020-2021
Develop practices that ensure equity for all youth.	Contract professional development and opportunities that foster equitable practices.	Teachers, para-educators, school psychologists, counselors and administrators	Jonelle Castiglia , Principal	2020-2021
				2020-2021
Increase professional learning opportunities for staff focused on academic, behavioral, communication, and social-emotional supports for all students.	Further develop and implement professional learning for staff, including PBIS, Social Emotional Learning, NCI-CPI (Crisis Prevention Institute) and Unique Learning Systems	Teachers, related service providers, para-educators, counselors, school psychologists and administrators	Jonelle Castiglia , Principal	2020-2021

**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 School-wide Professional Development training Collaborative partnerships with local school districts directors	Jessica Burrone, YCOE Director of Special Education	2020-2021

**(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**

Greengate Leadership is participating in the Region PBIS training. There have been regularly scheduled meetings to plan for a school-wide PBIS implementation. In addition the Greengate Leadership Team is developing a PBIS Handbook for Greengate School which emphasizes our core values, our school culture, and a discipline flowchart.

At the beginning of the school year the principal or designee meets with staff, students and families to review and discuss the importance of a positive school climate, the positive purposes of school discipline, our core values (We T.E.A.C.H.) and the importance of respectful and caring behavior. This may be accomplished through orientations, visits to individual classrooms, and the school's PBIS handbook. The presentation includes an understanding of the school's core values, the values of respecting each individual's dignity, and of supporting healthy relationships. Students and staff 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 behaviors, 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 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)

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 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 environment 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, Director of SOS, and School Safety Committee.



## Safety Plan Appendices

## Emergency Contact Numbers

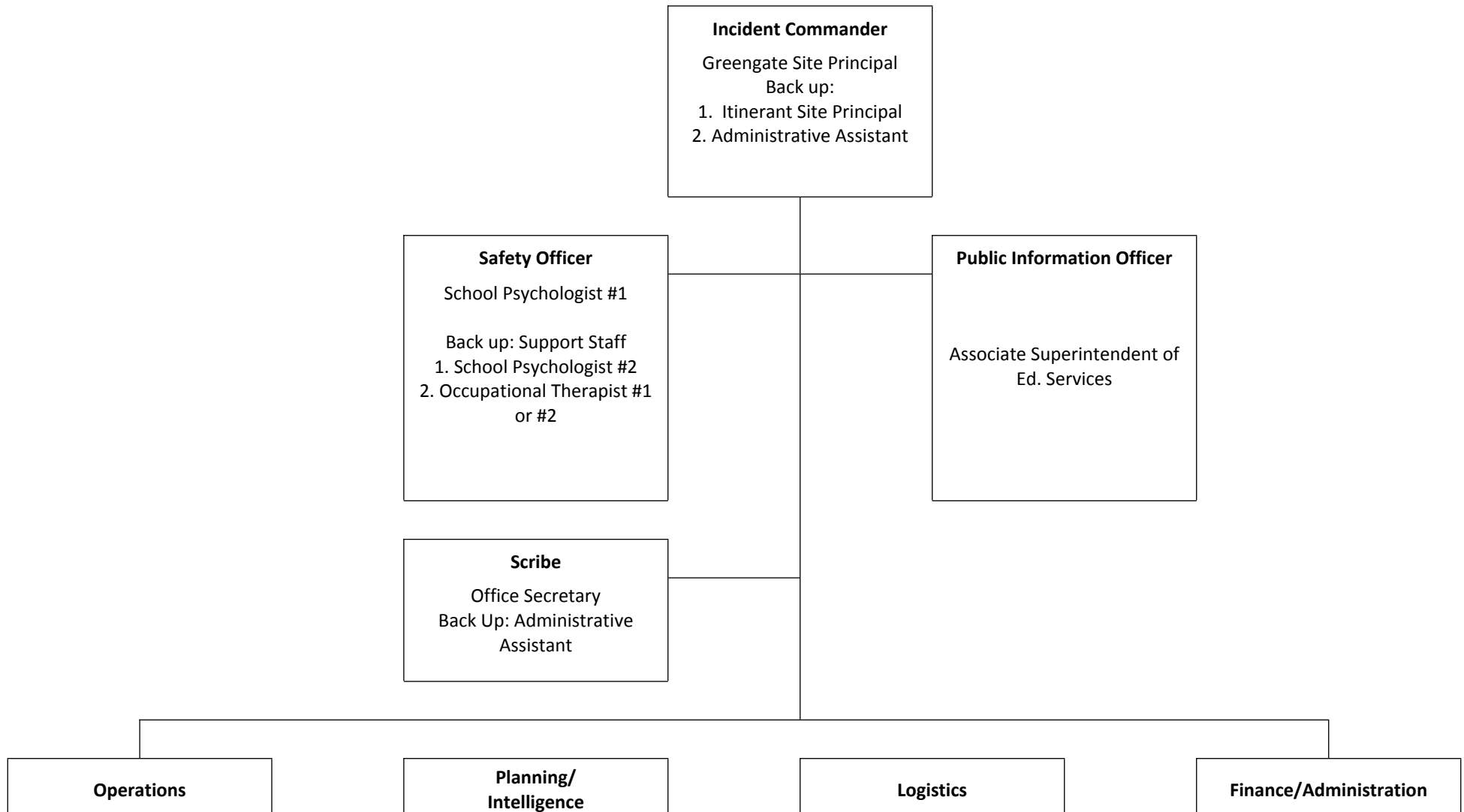
### Utilities, Responders and Communication Resources

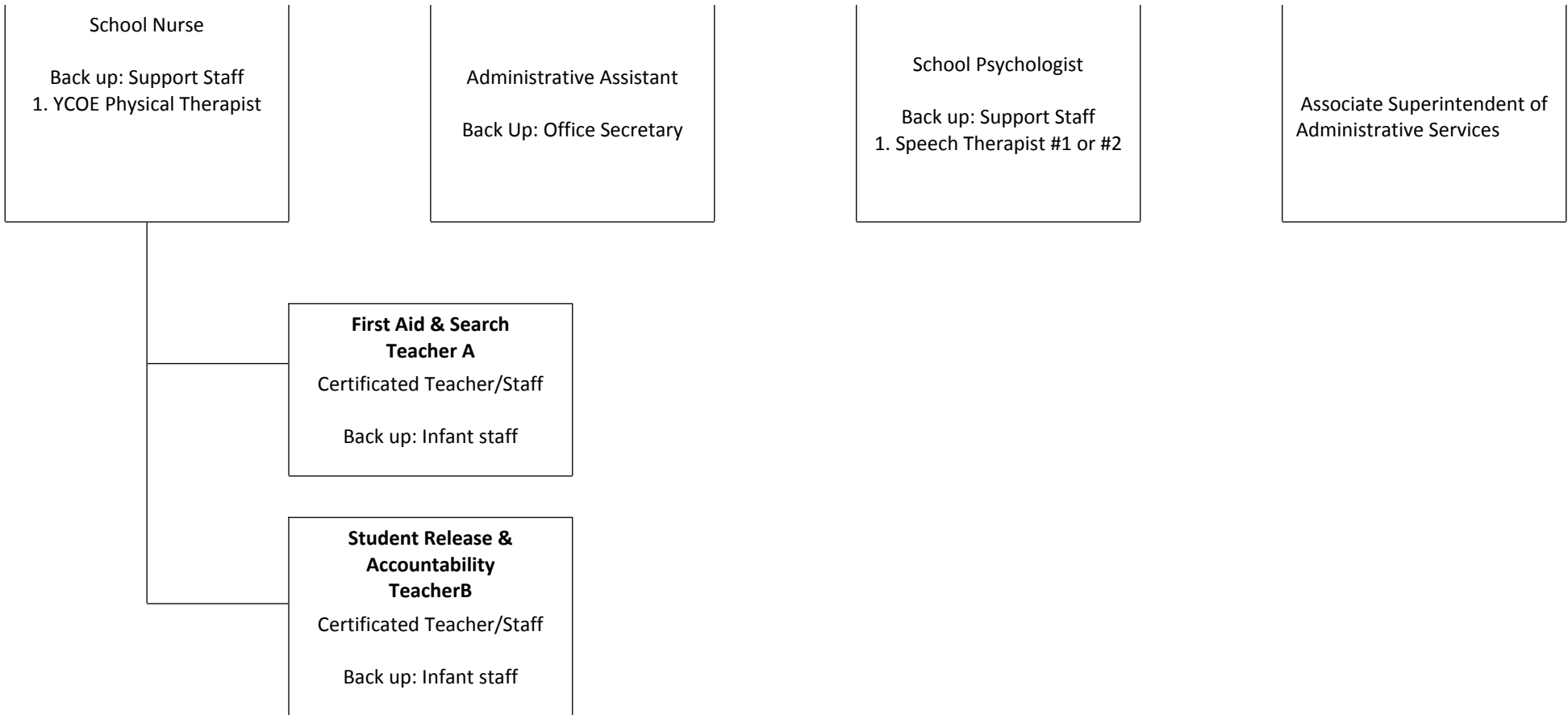
Type	Vendor	Number	Comments
Emergency Services	Police, Fire, Ambulance	911	(530) 666-6612 non emergency
Emergency Services	Poison Control	(800) 342-9293	
Public Utilities	PG&E	1-800-743-5000	1-800-743-5002 report outages
School District	YCOE Director of SOS	(530) 668-3708	
School District	YCOE Director of Special Education	(530) 668-3878	
School District	YCOE Superintendent's Office	(530) 668-3702	
School District	YCOE Educational Services Office	(530) 668-3770	
Emergency Services	Office of emergency Services	530-406-4930	

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

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (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	Following monthly drill at staff meetings/leadership meetings	Debrief after each drill and access needs
Participate in National Earthquake Drill	October 2nd and December 4th, 2020	Campus wide drills
School Red Safety Backpacks	Updated and refilled at beginning of school year	

**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 to 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 Red Emergency Backpack

Take Staff Handbook binder, cell phone, keys

Proceed immediately to the evacuation area

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

Safety Plan

Keep students near you in the 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:

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 the 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:

Adult response: If the teacher is unable to provide direction,

One adult in class calls 8-911 from the classroom phone

One adult contacts the office (Admin Assistant) to get help and let them know 911 has been contacted

Adults in the classroom - Help students stay clear of the area and evacuate the classroom to the playground or another classroom -

Student safety and supervision is top priority

Stay calm and do not distract staff during an emergency

Stay clear of the area

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 class supervision

Help clear path for medical personnel and emergency vehicles

Practice with staff so they will know what to do

if you are the down teacher

#### **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 the emergency and staging area

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.

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)

Notify appropriate School YCOE officials (Director of Student Services and YCOE SAT Teams app)

YCOE Responsibilities:

1. SAT to 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

2. YCOE designee to notify parents via all call School Messenger with SAT approved communication

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 Districts/County social media site for real-time updates

Ask students/staff 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/County website or District/COunty 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 (diapers, blanket or towels for changing diapers)

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

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

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 and through TEAMS (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 may 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 Office of Emergency Services 530 406-4930 and the Yolo County Office of Education - EOS 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 the 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 at front of the 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 the 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 the site (if necessary) and have been accounted for

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other officials)
- 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 fire on school grounds.

SIGNAL: Smoke, flames, or fire alarm.

Greengate School has identified in priority 1) Barn Structure Playground at Greengate, 2) Greengate parking lot, 3) Harris Park, 4) Total Evacuation YCOE Santa Anita

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 Yolo County Office of Emergency Services and the Yolo County Office of Education Office - OES 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)

\*Contact district transportation as appropriate to notify of evacuation status

Staff will:

1. Close windows and doors. Lock doors.
2. Take attendance
3. Take Red Emergency Backpack

4. 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.
5. . Be sure to stay on walkways, and not in parking lots or driveways.
6. At the destination, move on to the sidewalk.
7. Line up with the teacher in front of the line. Keep everyone calm, silent, and in a single/double-file line.
8. Take attendance.
9. 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

## 6. 5. Head Start/ Early Head Start Reports

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### Quick Summary / Abstract

The following reports are being presented to the Board as information:

- a. Enrollment update - this is a standing report to the Board
- b. Program - this is a standing report to the Board
- c. Financial Reports - this is a standing report to the Board
- d. Policy Council Meeting Agenda - this is a standing report to the Board
- e. Policy Council Meeting Minutes - this is a standing report to the Board

### Recommendation

For Information.

### Supporting Documents

 Attendance Report Oct 2020 Report (Virtual).pdf


 Attendance Report Dec 2020 Report- Genet.pdf


 YCOE Director's Report January 2021.pdf

 Financial Report October-Claudia.pdf

 LPC Meeting Agenda 11 3 2020.pdf

 12-11-2020 Regular PC Agenda.pdf

 LPC Draft Minutes for Approval 11 3 2020.pdf

 10-23-20 Minutes.pdf

### Contact Person

Gail Nadal, Director, Early Childhood Education will present this item.

Debra Hinely, Director, Internal Business Services will present the financial reports.



# Head Start / Early Head Start

## Director, Yolo County Board of Education & Policy Council Monthly Report

### EARLY HEAD START

Date: Monday , November 9 , 2020				Report Outcomes for the month of October 2020			
#	Program	Site	Ages	Waiting Lists C = Complete ( ) = Over income	Average Daily Attendance	Funded Enrollment	Current Virtual Enrollment
1	EHS/State	Lemen	6 wk. – 30 mos.	C0(0)	NA	4	2
					NA	4	2
					NA	4	2
3	EHS/State EHS/State	Alyce Norman	6 wk. – 36 mos.	C0(0)	NA	3	3
					NA	4	2
					NA	4	2
					NA	4	2
					NA	4	2
					NA	4	2
4	EHS/State	Valley Oak	24-36 mos.	C2(0)	NA	12	5
					NA		
					NA		
	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C2(0)	N/A	37	35
<b>SUB TOTAL</b>				<b>C4(0)</b>	<b>NA</b>	<b>88</b>	<b>61</b>

### HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	HS/State	Alyce Norman	3 – 5	C11(0)	NA	16	12
2					NA	16	9
3					NA	20	17
4					NA	16	7
5	State ONLY	Alyce Norman	3 – 5		NA	16	15
1	HS/State	Alyce Norman	3 – 5		NA	20	11
1					NA	20	19
1	HS/State	Esparto	3 - 5	C5(0)	NA	16	8
2					NA	16	1
1	HS/State	Greengate	3 – 5	C5(0)	NA	16	11
2					NA	20	7
1	HS/State	Plainfield	3 – 5	C7(0)	NA	20	8



# Head Start / Early Head Start



## Director, Yolo County Board of Education & Policy Council Monthly Report

1	HS/State	Prairie	3 – 5	C9(0)	NA	16	12
1	HS/State	Valley Oak	3 – 5	C6(0)	NA	19	19
1	HS/State	Wolfskill	3 - 5	C2(0)	NA	16	5
<b>SUB TOTAL</b>				<b>C45(0)</b>	<b>NA</b>	<b>263</b>	<b>161</b>
<b>TOTAL</b>				<b>C49(0)</b>	<b>NA</b>	<b>351</b>	<b>222</b>



# Head Start / Early Head Start

## Director, Yolo County Board of Education & Policy Council Monthly Report

### EARLY HEAD START

Date: Monday, January 4, 2021				Report Outcomes for the month of December 2020			
#	Program	Site	Ages	Waiting Lists C = Complete ( ) = Over income	Average Daily Attendance	Funded Enrollment	Current Virtual Enrollment
1	EHS/State	Lemen	6 wk. – 30 mos.	C1(0)	NA	4	2
					NA	4	2
					NA	4	3
3	EHS/State EHS/State	Alyce Norman	6 wk. – 36 mos.	C2(0)	NA	3	3
					NA	4	3
					NA	4	2
					NA	4	2
					NA	4	2
					NA	4	2
4	EHS/State	Valley Oak	24-36 mos.	C1(0)	NA	12	6
					NA		
					NA		
	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C1(0)	N/A	37	35
<b>SUB TOTAL</b>				<b>C5(0)</b>	<b>NA</b>	<b>88</b>	<b>64</b>

### HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	HS/State	Alyce Norman	3 – 5	C2(0)	NA	16	13
2					NA	16	10
3					NA	20	16
4					NA	16	10
5	State ONLY	Alyce Norman	3 – 5		NA	16	14
1	HS/State	Alyce Norman	3 – 5		NA	20	11
1					NA	20	19
1	HS/State	Esparto	3 - 5	C2(0)	NA	16	8
2					NA	16	4
1	HS/State	Greengate	3 – 5	C2(0)	NA	16	11
2					NA	20	8
1	HS/State	Plainfield	3 – 5	C0(0)	NA	20	9



# Head Start / Early Head Start



## Director, Yolo County Board of Education & Policy Council Monthly Report

1	HS/State	Prairie	3 – 5	C3(0)	NA	16	14
1	HS/State	Valley Oak	3 – 5	C5(0)	NA	19	19
1	HS/State	Wolfskill	3 - 5	C0(0)	NA	16	5
<b>SUB TOTAL</b>				<b>C14(0)</b>	<b>NA</b>	<b>263</b>	<b>171</b>
<b>TOTAL</b>				<b>C19(0)</b>	<b>NA</b>	<b>351</b>	<b>235</b>

Yolo County Office of Education Board of Education

Head Start/Early Head Start Update

Gail Nadal

January 2021

### **Preparing for Re-opening of Classrooms**

The Head Start/Early Head Start programs are preparing for the re-opening of the classrooms planned for Monday, January 25, 2021. It has been such a long time since the children were together in their classrooms. Classrooms will start small with Parents making decisions for face-to-face experiences or continuing with distance learning model. All children will continue to be assigned to their original classroom. Parents will decide the program type that is best for the child. The teaching team are busy re arranging classrooms, ensuring social distancing, and making sure that good sanitary practices are in place for daily cleaning and sanitizing. Children will learn the necessities of staying safe and effective ways to play together safely. Parents can choose to transition to face to face when needs change for the families. The teaching staff will be ready to embrace positive and good play experiences. Weekly monitoring of the program will ensure that ongoing safety measures continue.

### **Health and Safety Trainings are Scheduled for January 8<sup>th</sup>**

On January 8<sup>th</sup>, the management team will be providing a parent training and a staff training to share the new procedures and policies that have been planned for a successful re-opening. Lots of thinking around safety and good health has been the priority. Parents will be able to ask questions related to their child's care and well-being. Low ratios will be observed. Lots of spaces will be part of the protocol for safe distancing. Children will learn to follow these protocols while at school.

### **Federal Focus Area Two**

The Program has been preparing for the upcoming Federal Review Focus Area Two. The review team will provide virtual conversations, interviews, idea sharing and data collection during a one-week review of the Head Start and Early Head Start program. The team has answered all questions requested before the actual visit. The review team will read and make notes of the narrative information that has been shared and has provided comprehensive service area responses for the questions asked. The Program is ready and available for this review. Staff, parents, community members may be asked to join in on conversations about the Yolo Head Start Program.

### **Notification of New Program Specialist**

After five years of trust building and relationship building, Region 9 has notified YCOE that we will have a new Program Specialist assigned to this grant. We are appreciative for all that Shirley Karrer has done for our program. She has gone the extra miles to ensure that Yolo has an outstanding program and can sustain positive enhancement in program improvement. We thank Shirley for her ongoing commitment to YCOE and look to meet and get to know the new Program Specialist which will occur in March.



HEAD START-QUALITY IMPROVEMENT/PROGRAMA HEAD START

Resource 5210/Recurso 5210

CATEGORY/CATEGORIA	Current/	Year to Date
<b>Revenues/Ingresos:</b>		\$ 3,047,378.00
<b>Expenditures/Gastos:</b>		
Salaries/Salarios	\$ 124,039.01	\$ 440,750.90
Benefits/Beneficios	\$ 44,939.58	\$ 159,998.81
Supplies/Provisiones	\$ 446.94	\$ 6,580.51
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$ -
Site Supplies/Articulos de oficina para el centro	\$ 446.94	\$ 6,580.51
Contracted Services/Servicios Contratados	\$ 4,056.56	\$ 7,164.71
Operations/Gastos de Operacion	\$ 14,670.80	\$ 75,970.97
Building/Land Improvements	\$ -	\$ -
Indirect Costs/Costos Indirectos	\$ 59,562.10	\$ 73,408.69
Cafeteria Fund/transferecia al fondo del café	\$ -	\$ -
<b>Total Expenditures/Total de Gastos</b>	<b>\$ 247,714.99</b>	<b>\$ 763,874.59</b>

HEAD START/PROGRAMA HEAD START T & TA

Resource 5208/Recurso 5208

CATEGORY/CATEGORIA	Current/	Year to Date
<b>Revenues/Ingresos:</b>		\$ 34,554.00
<b>Expenditures/Gastos:</b>		
Salaries/Salarios	\$ -	\$ -
Benefits/Beneficios	\$ -	\$ -
Supplies/Provisiones	\$ -	\$ -
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$ -
Site Supplies/Articulos de oficina para el centro	\$ -	\$ 4,012.50
Contracted Services/Servicios Contratados	\$ -	\$ 1,200.00
Operations/Gastos de Operacion	\$ -	\$ -
Indirect Costs/Costos Indirectos	\$ -	\$ -
<b>Total Expenditures/Total de Gastos</b>	<b>\$ -</b>	<b>\$ 5,212.50</b>

EARLY HEAD START QUALITY IMPROVEMENT/PROGRAMA EARLY HEAD START

Resource 5212/Recurso 5212

CATEGORY/CATEGORIA	Current/	Year to Date
<b>Revenues/Ingresos:</b>		\$ 1,169,751.00
<b>Expenditures/Gastos:</b>		
Salaries/Salarios	\$ 49,827.93	\$ 200,693.70
Benefits/Beneficios	\$ 18,743.12	\$ 74,988.65
Supplies/Provisiones	\$ 26.35	\$ 1,375.69
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$ -
Site Supplies/Articulos de oficina para el centro	\$ 26.35	\$ 1,375.69
Contracted Services/Servicios Contratados	\$ 1,014.14	\$ 2,412.86
Operations/Gastos de Operacion	\$ 4,724.80	\$ 24,077.89
Building/Land Improvements	\$ -	\$ -
Indirect Costs/Costos Indirectos	\$ 23,911.21	\$ 32,264.34
Cafeteria Fund/transferecia al fondo del café	\$ -	\$ -
<b>Total Expenditures/Total de Gastos</b>	<b>\$ 98,247.55</b>	<b>\$ 335,813.13</b>

EARLY HEAD START/PROGRAMA EARLY HEAD START T & TA

Resource 5218/Recurso 5218

CATEGORY/CATEGORIA	Current/	Year to Date
<b>Revenues/Ingresos:</b>		\$ 25,983.00
<b>Expenditures/Gastos:</b>		
Salaries/Salarios	\$ -	\$ -
Benefits/Beneficios	\$ -	\$ -
Supplies/Provisiones	\$ -	\$ -
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$ -
Site Supplies/Articulos de oficina para el centro	\$ -	\$ -
Contracted Services/Servicios Contratados	\$ -	\$ 2,137.50
Operations/Gastos de Operacion	\$ -	\$ 800.00
Indirect Costs/Costos Indirectos	\$ -	\$ -
<b>Total Expenditures/Total de Gastos</b>	<b>\$ -</b>	<b>\$ 2,937.50</b>

	Number of Meals/Snacks Served	Federal Reimbursement Amount	Slate Reimbursement Amount	Monthly Expense
Breakfast	0	0.00	\$ -	327.98
AM Snacks	0	\$ -	\$ -	-
Lunch	0	\$ -	\$ -	-
PM Snacks	0	\$ -	\$ -	-
<b>Total Reimbursement</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ 327.98</b>

Calculation of In-Kind Contributions		
Head Start:	Dollars Expended Year-To-Date	In-Kind Required
HS T & TA	\$ 763,874.59	\$ 190,968.65
Early HS	\$ 5,212.50	\$ 1,303.13
EHS T & TA	\$ 335,813.13	\$ 83,953.28
<b>Total</b>	<b>\$ 1,107,837.72</b>	<b>\$ 276,959.43</b>
	Amount Required:	\$ 276,959.43
	Actual In-Kind:	\$ 555,097.12
	<b>*Surplus/(Deficit):</b>	<b>\$ 278,137.69</b>

If deficit: will be returned to Federal Government from unrestricted dollars

Administrative Percent Calculation	
Maximum Percent Allowed	15%
Calculated Percent for the Month	11%
Annual Percentage	10%

**Executive Summary**  
**2020/2021 Fiscal Year**  
**October 2020**

Program	Working Budget	Current Expenditures	Year-To-Date Expenditures	Encumbered	Balance	% of Budget		% of Budget	
						Spent	Encumbered	Spent	Encumbered
Head Start/Quality Improvement	\$ 3,047,378	\$ 247,715	\$ 763,875	\$ 1,355,905	\$ 927,599	25.07%	44.49%	30.44%	
Early Head Start/Quality Improvement	\$ 1,169,751	\$ 98,248	\$ 335,813	\$ 557,119	\$ 276,819	28.71%	47.63%	23.66%	
Head Start COVID	\$ 217,065	\$ 5,672	\$ 9,695	\$ 77,535	\$ 129,836	4.47%	35.72%	59.81%	
Early Head Start COVID	\$ 77,335	\$ 2,186	\$ 5,875	\$ 49,178	\$ 22,282	7.60%	63.59%	28.81%	
Head Start T&TA	\$ 34,554	\$ -	\$ 5,213	\$ 4,044	\$ 25,297	15.09%	11.70%	73.21%	
Early Head Start T&TA	\$ 25,983	\$ -	\$ 2,938	\$ 2,696	\$ 20,350	11.31%	10.38%	78.32%	
<b>Total Grant</b>	<b>\$ 4,572,066</b>	<b>\$ 353,820</b>	<b>\$ 1,123,407</b>	<b>\$ 2,046,476</b>	<b>\$ 1,250,065</b>	<b>24.57%</b>	<b>44.76%</b>	<b>27.34%</b>	

Credit Cards	Monthly Expense
Visa	\$ 327.98
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ -
Interstate Oil	\$ -
<b>Total Credit Card Expense</b>	<b>\$ 327.98</b>

Administrative Percent Calculation	
Maximum allowed Administrative Percent:	15%
Calculated Percentage for the Month:	11%
Annual Percentage	10%

Calculation of In-Kind Contributions		
	Dollars Expended Year-To-Date	In-Kind Required
Head Start:	\$ 763,874.59	\$ 190,968.65
Head Start T & TA:	\$ 5,212.50	\$ 1,303.13
Early Head Start:	\$ 335,813.13	\$ 83,953.28
Early Head Start T & TA:	\$ 2,937.50	\$ 734.38
<b>Total</b>	<b>\$ 1,107,837.72</b>	<b>\$ 276,959.43</b>
	Amount Required:	\$ 276,959.43
	Actual In-Kind:	\$ 555,097.12
	*Surplus/(Deficit):	\$ 278,137.69

If deficit: will be returned to Federal Government from unrestricted dollars

	Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount
Breakfast		\$ -	\$ -
AM Snacks		\$ -	\$ -
Lunch		\$ -	\$ -
PM Snacks		\$ -	\$ -
<b>Total Reimbursement</b>		<b>\$ -</b>	<b>\$ -</b>

**EARLY HEAD START  
2020/2021  
OCTOBER**

Resource 5212

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
<b>Revenues</b>								
<b>All Other Federal     Prior Year</b>	1,115,238	0	1,115,238	167,139	253,999	0	861,239	77.22%
COLA	0	0	0	0	0	0	0	#DIV/0!
<b>Total Revenues</b>	1,137,543	0	1,137,543	167,139	253,999	0	883,544	77.67%
<b>Expenditures</b>								
<b>Salaries</b>	602,114	19,243	621,357	49,828	200,694	395,863	24,801	3.99%
<b>Benefits</b>	276,169	(34,666)	241,503	18,743	74,989	150,357	16,158	6.69%
<b>Supplies</b>	25,759	(2,431)	23,328	26	1,376	506	21,447	91.94%
<i>Parent Activity Supplies &amp; Food for Parent Meetings</i>	1,952	0	1,921	0	0	590	1,331	69.26%
<i>Site Supplies</i>	23,807	(2,400)	21,407	26	1,376	(85)	20,116	93.97%
<b>Travel &amp; Conference</b>	14,991	(3,104)	11,887	46	244	0	11,643	97.95%
<b>Dues &amp; Memberships</b>	753	23	776	0	753	23	1	0.13%
<b>Insurance</b>	3,172	(121)	3,051	0	3,051	0	1	0.02%
<b>Operations and Housekeeping</b>	50	0	50	0	0	0	50	100.00%
<b>Rentals, Leases, Repairs &amp; Noncapitalized     Improvements</b>	1,802	0	1,802	64	192	952	658	36.49%
<b>Direct Costs for Transfer of Services</b>	76,296	2,587	78,883	4,535	19,519	0	59,364	75.26%
<b>Professional/Contracted Services &amp; Operating     Expenditures</b>	25,966	18,510	44,476	1,014	2,413	8,779	33,284	74.84%
<b>Intergovernmental Fees</b>	1,076	(41)	1,035	80	320	639	76	7.36%
<b>Indirect Costs</b>	109,395	0	109,395	23,911	32,264	0	77,131	70.51%
<b>Equipment</b>	0	0	0	0	0	0	0	
<b>Total Expenditures</b>	1,137,543	0	1,137,543	98,248	335,813	557,119	244,611	21.50%
		0						

PROGRAMA EARLY HEAD START  
PRESUPUESTO DEL AÑO FISCAL 2020/2021

Recurso 5212

CATEGORÍA

CATEGORÍA	Presupuesto	Ajustes	Presupuesto		Actual	Lo que va del año		Gastado/Recibido		Balance	%
			Revisado			Sobrecargado	Sobrecargado				
<b>Ingresos:</b>											
Todos los otros Federales	1,115,238	0	1,115,238	0	167,139	253,999	0	861,239	77.22%		#DIV/0!
	0		0					0			
	22,305		22,305					22,305			
Total de Ingresos	1,137,543	0	1,137,543	0	167,139	253,999	0	883,544	77.67%		
<b>Gastos:</b>											
Salarios	602,114	19,243	621,357		49,828	200,694	395,863	24,801	3.99%		
Beneficios	276,169	(34,666)	241,503		18,743	74,989	150,357	16,158	6.69%		
Provisiones	25,759	(2,431)	23,328		26	1,376	506	21,447	91.94%		
Artículos para las actividades de los padres y comités para las juntas	1,952	(31)	1,921		0	0	590	1,331	69.26%		
Artículos de oficina para el centro	23,807	(2,400)	21,407		26	1,376	(85)	20,116	93.97%		
Viaje y Conferencia	14,991	(3,104)	11,887		46	244	0	11,643	97.95%		
Cuotas y Membresías	753	23	776		0	753	23	1	0.13%		
Seguro	3,172	(121)	3,051		0	3,051	0	1	0.02%		
Operations and Housekeeping	50		50		0	0	0	50	100.00%		
Rentas, Arrendamientos, Reparaciones y Mejoras											
No-Capitalizadas	1,802	0	1,802		64	192	952	658	36.49%		
Costos Directos para Transferencias de Servicios	76,296	2,587	78,883		4,535	19,519	0	59,364	75.26%		
Servicios Profesionales/Contratados y Gastos de	25,966	18,510	44,476		1,014	2,413	8,779	33,284	74.84%		
Cuotas Intergubernamentales	1,076	(41)	1,035		80	320	639	76	7.36%		
Gastos Indirectos	109,395	0	109,395		23,911	32,264	0	77,131	70.51%		
Equipment		0	0		0	0	0	0	#DIV/0!		
Total de Gastos	1,137,543	0	1,137,543	0	98,248	335,813	557,119	244,611	21.50%		

HEAD START  
T & TA  
2020/2021  
OCTOBER

Resource 5208

CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Expended/Received		%
						Encumbered	Balance	
<b>Revenues</b>								
All Other Federal	34,554	0	34,554	2,400	5,213	0	29,342	84.91%
COLA	0		0				0	
<b>Total Revenues</b>	<b>34,554</b>	<b>0</b>	<b>34,554</b>	<b>2,400</b>	<b>5,213</b>	<b>0</b>	<b>29,342</b>	<b>84.91%</b>
<b>Expenditures</b>								
Salaries	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0.00%
Supplies	1,322	(8)	1,314	0	0	0	1,314	100.00%
Parent Activity Supplies & Food for Parent Meetings	1,125	0	1,125	0	0	0	1,125	100.00%
Site Supplies	197	(8)	189	0	0	0	189	100.00%
Travel & Conference	27,632	(4,813)	22,819	0	1,200	0	21,619	94.74%
Contracted Services	5,600	4,821	10,421	0	4,013	4,044	2,364	22.69%
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!
<b>Total Expenditures</b>	<b>34,554</b>	<b>0</b>	<b>34,554</b>	<b>0</b>	<b>5,213</b>	<b>4,044</b>	<b>25,297</b>	<b>73.21%</b>

**PROGRAMA HEAD START  
T y TA  
PRESUPUESTO 2020/2021**

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
<b>Ingresos:</b>								
Todos los otros Federales	34,554	0	34,554	0	5,213	0	29,342	84.91%
COLA	0		0				0	
<b>Total de Ingresos</b>	<b>34,554</b>	<b>0</b>	<b>34,554</b>	<b>0</b>	<b>5,213</b>	<b>0</b>	<b>29,342</b>	<b>84.91%</b>
<b>Gastos:</b>								
Salarios	0		0	0	0	0	0	0.00%
Beneficios	0		0	0	0	0	0	0.00%
Provisiones	1,322	(8)	1,314	0	0	0	1,314	100.00%
Articulos para las actividades de los padres y comida para las juntas	1,125	0	1,125	0	0	0	1,125	100.00%
Articulos de oficina para el centro	197	(8)	189	0	0	0	189	100.00%
Viaje y Conferencia	27,632	(4,813)	22,819	0	1,200	0	21,619	
Servicios Contratados	5,600	4,821	10,421	0	4,013	4,044	2,364	22.69%
Gastos Indirectos	0	0	0	0	0	0	0	0.00%
<b>Total de Gastos</b>	<b>34,554</b>	<b>0</b>	<b>34,554</b>	<b>0</b>	<b>5,213</b>	<b>4,044</b>	<b>25,297</b>	<b>73.21%</b>

**HEAD START  
2020/2021 BUDGET  
OCTOBER**

Resource 5210	CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Expended/Received		Balance	%
							Encumbered	%		
	<b>Revenues</b>									
	All Other Federal	2,923,212		2,923,212	417,754	561,738			2,361,474	80.78%
	Prior Year	0	0	0	0	0			0	0.00%
	<b>COLA</b>	58,464		58,464	0	0			58,464	0.00%
	<b>Total Revenues</b>	2,981,676	0	2,981,676	417,754	561,738	0	0	2,419,938	81.16%
	<b>Expenditures:</b>									
	<b>Salaries</b>	1,451,603	45,708	1,497,311	124,039	440,751	977,717		78,843	5.27%
	<b>Benefits</b>	736,826	(146,648)	590,178	44,940	159,999	369,999		60,180	10.20%
	<b>Supplies</b>	54,908	1,093	56,001	447	6,581	1,808		47,613	85.02%
	<i>Parent Activity Supplies &amp; Food for Parent Meetings</i>	3,279	1,093	4,372	0	0	1,092		3,280	75.01%
	<i>Site Supplies</i>	51,629	0	51,629	447	6,581	716		44,333	85.87%
	<b>Travel &amp; Conference</b>	34,970	234	35,204	529	1,044	0		34,160	97.03%
	<b>Dues &amp; Memberships</b>	2,258	605	2,863	0	2,258	605		1	0.02%
	<b>Insurance</b>	13,568	0	13,568	0	9,152	0		4,417	32.55%
	<b>Operations &amp; Housekeeping</b>	580	0	580	1	12	132		436	75.15%
	<b>Rentals, Leases, Repairs &amp; Noncapitalized Improvements</b>	8,370	0	8,370	259	771	4,114		3,484	41.63%
	<b>Direct Costs for Transfer of Services</b>	247,229	3,323	250,552	13,881	62,734			187,818	74.96%
	<b>Professional/Contracted Services &amp; Operating Expenditures</b>	139,776	95,685	235,461	4,057	7,165	1,529		226,767	96.31%
	<b>Intergovernmental Fees</b>	4,847	0	4,847	0	0	0		4,847	100.00%
	<b>Equipment</b>	0	0	0	0	0	0		0	#DIV/0!
	<b>Indirect Costs</b>	286,741	0	286,741	59,562	73,409			213,332	74.40%
	<b>Tsfer to Cafe Fund</b>	0	0	0	0	0	0		0	#DIV/0!
	<b>Total Expenditures</b>	2,981,676	0	2,981,676	247,715	763,875	1,355,905		861,897	28.91%

PROGRAMA HEAD START  
PRESUPUESTO 2020/2021

Recurso 5210

CATEGORÍA

Ingresos:

	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Gastado/Recibido Sobrecargado	Balance	% %
Todos los otros Federales	2,923,212	0	2,923,212	0	561,738	0	2,361,474	80.78%
COLA	58,464	0	58,464	0	0	0	58,464	
<b>Total Revenues/Total de Ingresos</b>	<b>2,981,676</b>	<b>0</b>	<b>2,981,676</b>	<b>0</b>	<b>561,738</b>	<b>0</b>	<b>2,419,938</b>	

Gastos:

Salarios	1,451,603	45,708	1,497,311	124,039	440,751	977,717	78,843	5.27%
Beneficios	736,826	(146,648)	590,178	44,940	159,999	369,999	60,180	10.20%
Provisiones	54,908	1,093	56,001	447	6,581	1,808	47,613	85.02%
<i>Articulos para las actividades de los padres y comida para las juntas</i>								
Articulos de oficina para el centro	3,279	1,093	4,372	0	0	1,092	3,280	0.00%
Viaje y Conferencia	34,970	234	35,204	529	1,044	0	34,160	97.03%
Cuotas y Membresías	2,258	605	2,863	0	2,258	605	1	0.02%
Seguro	13,568	0	13,568	0	9,152	0	4,417	32.55%
	580	0	580	1	12	132	436	75.15%
Rentas, Arrendamientos, Reparaciones y Mejoras No Capitalizadas	8,370	0	8,370	259	771	4,114	3,484	41.63%
Costos Directos para Transferencias de Servicios	247,229	3,323	250,552	13,881	62,734	0	187,818	74.96%
Servicios Profesionales/Contratados y Gastos de Operación	139,776	95,685	235,461	4,057	7,165	1,529	226,767	96.31%
Cuotas Intergubernamentales	4,847	0	4,847	0	0	0	4,847	100.00%
Mejoras a los Terrenos	0	0	0	0	0	0	0	#DIV/0!
Gastos Indirectos	286,741	0	286,741	59,562	73,409	0	213,332	74.40%
transferencia al fondo del café	0	0	0	0	0	0	0	#DIV/0!
<b>Total de Gastos</b>	<b>2,981,676</b>	<b>0</b>	<b>2,981,676</b>	<b>247,715</b>	<b>763,875</b>	<b>1,355,905</b>	<b>861,897</b>	<b>28.91%</b>



**EARLY HEAD START  
T & TA  
2020/2021 BUDGET  
OCTOBER**

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Expended/Received		Balance	%
						Encumbered	%		
<b>Revenues</b>									
All Other Federal	25,983	0	25,983	2,000	2,938	0	0	23,046	88.69%
<b>Total Revenues</b>	25,983	0	25,983	2,000	2,938	0	0	23,046	88.69%
<b>Expenditures</b>									
Salaries	0	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0	0.00%
Supplies	917	(197)	720	0	0	0	0	720	100.00%
Parent Activity Supplies & Food for Parent Meetings	720	0	720	0	0	0	0	720	100.00%
Site Supplies	197	(197)	0	0	0	0	0	0	#DIV/0!
Travel & Conference	20,351	(1,241)	19,110	0	800	570	17,740	92.83%	
Contracted Services	4,715	1,438	6,153	0	2,138	2,126	1,890	30.71%	
Indirect Costs	0	0	0	0	0	0	0	0	#DIV/0!
<b>Total Expenditures</b>	25,983	0	25,983	0	2,938	2,696	20,350	78.32%	

**PROGRAMA EARLY HEAD START  
T & TA  
PRESUPUESTO 2020/2021**

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Gastado/Recibido		Balance	%
						Sobrecargado	%		
<b>Ingresos:</b>									
Todos los otros Federales	25,983	0	25,983	2,000	2,938	0	23,046	88.69%	
<b>Total de Ingresos</b>	25,983	0	25,983	2,000	2,938	0	23,046		
<b>Gastos:</b>									
Salarios	0	0	0	0	0	0	0	0.00%	
Beneficios	0	0	0	0	0	0	0	0.00%	
Provisiones	917	(197)	720	0	0	0	720	100.00%	
<i>Artículos para las actividades de los padres y comida para las juntas</i>	720	0	720	0	0	0	720	100.00%	
<i>Artículos de oficina para el centro</i>	197	(197)	0	0	0	0	0	#DIV/0!	
Viaje y Conferencia	20,351	(1,241)	19,110	0	800	570	17,740	92.83%	
Servicios Contratados	4,715	1,438	6,153	0	2,138	2,126	1,890	30.71%	
Gastos Indirectos	0	0	0	0	0	0	0	#DIV/0!	
<b>Total de Gastos</b>	25,983	0	25,983	0	2,938	2,696	20,350	78.32%	

HEAD START QUALITY IMPROVEMENT

2020/2021 BUDGET  
OCTOBER

Resource 5219

CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Expended/Received		%
						Encumbered	Balance	
<b>Revenues</b>								
All Other Federal	65,702	0	65,702	0	0	0	65,702	100.00%
<b>Total Revenues</b>	65,702	0	65,702	0	0	0	65,702	100.00%
<b>Expenditures</b>								
Salaries	32,372	0	32,372	0	0	0	32,372	0.00%
Benefits	13,393	0	13,393	0	0	0	13,393	0.00%
Supplies	0	0	0	0	0	0	0	#DIV/0!
Parent Activity Supplies & Food for Parent Meetings	0	0	0	0	0	0	0	#DIV/0!
Site Supplies	0	0	0	0	0	0	0	#DIV/0!
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!
Contracted Services	13,619	0	13,619	0	0	0	13,619	100.00%
Indirect Costs	6,318	0	6,318	0	0	0	6,318	100.00%
	0		0					
<b>Total Expenditures</b>	65,702	0	65,702	0	0	0	65,702	100.00%

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HEAD START COVID

2020/2021 BUDGET  
OCTOBER

Resource 5220

CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Expended/Received		%
						Encumbered	Balance	
<b>Revenues</b>								
All Other Federal	217,065	0	217,065	6,315	6,315	0	210,750	97.09%
<b>Total Revenues</b>	217,065	0	217,065	6,315	6,315	0	210,750	97.09%
<b>Expenditures</b>								
Salaries	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0.00%
Supplies	96,190	0	96,190	4,380	8,402	73,047	14,741	15.32%
Parent Activity Supplies & Food for Parent Meetings	0	0	0	0	0	0	0	#DIV/0!
Site Supplies	96,190	0	96,190	4,380	8,402	0	87,788	91.26%
Rentals , Repairs, Leases	55,000	0	55,000	685	685	4,488	49,827	90.60%
Contracted Services	45,000	0	45,000	0	0	0	45,000	100.00%
Indirect Costs	20,875	0	20,875	607	607	0	20,268	97.09%
<b>Total Expenditures</b>	217,065	0	217,065	5,672	9,695	77,535	129,836	59.81%

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EARLY HEAD START QUALITY IMPROVEMENT

2020/2021 BUDGET  
OCTOBER

Resource 5229

CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Expended/Received		%
						Encumbered	Balance	
<b>Revenues</b>								
All Other Federal	32,208	0	32,208	0	0	0	32,208	100.00%
<b>Total Revenues</b>	32,208	0	32,208	0	0	0	32,208	100.00%
<b>Expenditures</b>								
Salaries	13,874	0	13,874	0	0	0	13,874	0.00%
Benefits	5,743	0	5,743	0	0	0	5,743	0.00%
Supplies	0	0	0	0	0	0	0	#DIV/0!
Parent Activity Supplies & Food for Parent Meetings	0	0	0	0	0	0	0	#DIV/0!
Site Supplies	0	0	0	0	0	0	0	#DIV/0!
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!
Contracted Services	9,494	0	9,494	0	0	0	9,494	100.00%
Indirect Costs	3,097	0	3,097	0	0	0	3,097	100.00%
<b>Total Expenditures</b>	32,208	0	32,208	0	0	0	32,208	100.00%

a

EARLY HEAD START COVID

2020/2021 BUDGET  
OCTOBER

Resource 5229

CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Expended/Received		%
						Encumbered	Balance	
<b>Revenues</b>								
All Other Federal	77,335	0	77,335	4,463	4,463	0	72,872	94.23%
<b>Total Revenues</b>	77,335	0	77,335	4,463	4,463	0	72,872	94.23%
<b>Expenditures</b>								
Salaries	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0.00%
Supplies	47,500	7,187	54,687	1,528	5,217	47,682	1,788	3.27%
Parent Activity Supplies & Food for Parent Meetings	0	0	0	0	0	0	0	#DIV/0!
Site Supplies	47,500	7,187	54,687	1,528	5,217	47,682	1,788	3.27%
Rentals, Repairs, Leases	15,000	(7,187)	7,813	228	228	1,496	6,089	77.93%
Contracted Services	7,398	0	7,398	0	0	0	7,398	100.00%
Indirect Costs	7,437	0	7,437	429	429	0	7,008	94.23%
<b>Total Expenditures</b>	77,335	0	77,335	2,186	5,875	49,178	22,282	28.81%

a

**HEAD START/EARLY HEAD START  
CREDIT CARD REPORT  
2020/2021  
OCTOBER**

<b>MANAGER</b>	<b>VISA</b>
<b>Gail Nadal</b>	
Travel/Conference	\$ -
Center Supplies	\$ 327.98
<b>TOTAL</b>	<b>\$ 327.98</b>
<b>Genet Telahun</b>	
Travel/Conference	\$ -
Center Supplies	\$ -
<b>TOTAL</b>	<b>\$ -</b>
<b>Amee Dowkes</b>	
Travel/Conference	\$ -
Center Supplies	\$ -
<b>TOTAL</b>	<b>\$ -</b>
<b>Gustavo Melgoza</b>	
Travel/Conference	\$ -
Center Supplies	\$ -
<b>TOTAL</b>	<b>\$ -</b>
<b>Connie Luna</b>	
Travel/Conference	\$ -
Center Supplies	\$ -
<b>TOTAL</b>	<b>\$ -</b>
<b>Nicole Castrejon</b>	
Travel/Conference	\$ -
Center Supplies	\$ -
<b>TOTAL</b>	<b>\$ -</b>
<b>VISA Grand Total</b>	<b>\$ 327.98 ****</b>
Nugget/Food4Less	\$ -
InterState Oil	\$ -
<b>TOTAL MONTHLY EXPENDITURES:</b>	<b>\$ 327.98</b>

\*\*Credit card statements available upon request

**Programas Head Start/Early Head Start  
 REPORTE DE TARJETAS DE CRÉDITO  
 Año FISCAL 2020/2021**

<b>SUPERVISOR</b>	<b>VISA</b>
<b>Gail Nadal</b>	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ 327.98
	<b>\$ 327.98</b>
<b>Genet Telahun</b>	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ -
<b>Total</b>	<b>\$ -</b>
<b>Amee Dowkes</b>	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ -
<b>Total</b>	<b>\$ -</b>
<b>Gustavo Melgoza</b>	
Viaje/Conferencia	\$ -
Artículos para oficina	\$ -
<b>Total</b>	<b>\$ -</b>
<b>Connie Luna</b>	
Viaje/conferencia	\$ -
Articulos para oficina	\$ -
<b>Total</b>	<b>\$ -</b>
<b>Nicole Castrejon</b>	
Viaje/conferencia	\$ -
Articulos para oficina	\$ -
<b>Total</b>	<b>\$ -</b>
<b>VISA Grand Total</b>	<b>\$ 327.98</b>
NUGGET/FOOD 4 LESS	\$ -
INTERSTATE OIL	\$ -

**Total de Gastos Mensuales: \$ 327.98 \*\*\***

\*\*\*Estados de ceunta de als tarjetas de credito, estan despinsibles, si son solicitadas."



**Headstart / Early Head Start  
2020/2021 Fiscal Year  
Administrative Percentage Calculation  
October 1, 2020**

**Step 1: Calculate % rent is administrative expense**

Administrative Square Footage	Total Square Footage	% of Total Square Footage	Plant Services Charges (FN 8000-8999)	% of Rent allocated to Admin
-	-	#DIV/0!	\$ -	#DIV/0!

Dual Facility Costs - All Sites July 2020 thru June 2021				
Administrative Square Footage	Total Square Footage	% of Total Square Footage	Plant Services Charges (FN 8000-8999)	% of Rent allocated to Admin
360.00	22,125.00	0.013145	\$ 20,671.22	\$ 271.72

**Step 2: Calculate maximum administrative expenses allowed for 15%**

Federal Share	\$ 353,820.37	All Grants
Required 20 percent NFS	\$ 88,455.09	Non Federal Share
Total Approved Costs	<u>\$ 442,275.46</u>	
15% Administrative Cost Limitation	<u>\$ 66,341.32</u>	

**Step 3: Identify total administrative expenses**

Dual Facility Costs	\$ 271.72	Per Above Calculation in step 1
School Admin	\$ 25,203.25	Staff charged to Administration
General Admin	\$ 25,099.75	Indirect
Total	<u>\$ 50,574.72</u>	

Grant Expenditures	\$ 269,310.57
Less Capital Outlay	\$ -
= Expenditures subject to indirect	<u>\$ 269,310.57</u>

Currently Charged Admin Costs	\$ 50,574.72
In-Kind Indirect	\$ -
In - Kind Administrative	\$ -
Administrative Total	<u>\$ 50,574.72</u>

**Step 4: Calculate actual administrative percentage and verify less or equal to 15%**

Maximum allowed Administrative Percent: 15%

Calculated Percentage to date: 11%

**HEAD START/EARLY HEAD START  
2020/2021 FISCAL YEAR  
CALCULATION OF IN-KIND CONTRIBUTIONS**

Month	Year	Location								Grand Total			
		Other	Alyce Norman	Itinerant	Esparto	Lemen	Charter	Lincoln/Plainfield	Valley Oak/Winters		Sci - Tech		
July	2020	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
August	2020	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
September	2020	\$ 379,273.12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 379,273.12
October	2020	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
November	2020	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
December	2020	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
January	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
February	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
March	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
April	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
May	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
June	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
		<b>\$ 555,097.12</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 555,097.12</b>

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of October 31, 2020	In-Kind Required
Head Start:	763,874.59	190,968.65
Head Start T & TA:	5,212.50	1,303.13
Early Head Start:	335,813.13	83,953.28
Early Head Start T & TA:	2,937.50	734.38
Total:	1,107,837.72	276,959.43

**Amount Required: 276,959.43**  
**Actual In-Kind: 555,097.12**

**\*Surplus/(Deficit): 278,137.69**

**Surplus/(Deficit): 278,137.69**

If deficit: will be returned to Federal Government from unrestricted dollars

**Notice of Public Meeting**  
**YOLO COUNTY CHILD CARE PLANNING COUNCIL**  
**Tuesday, November 3<sup>rd</sup>, 2020 9:00 AM-11:00 AM**

**Join Zoom Meeting**  
<https://ycoe.zoom.us/j/8407491020?pwd=MDBUeEpVa29BTG1Vc05IWHFoWjdpUT09>  
**Meeting ID: 840 749 1020**  
**Passcode: 4OrGLf**  
**Dial by your location**  
**+1 669 900 6833 US (San Jose)**

Consistent with the Shelter in Place orders from the Governor and Yolo County, this meeting is compliant with the Governor's Executive Order N-29-20 which allows for a deviation of teleconference rules required by the Brown Act. ***In-person attendance is not permitted. Zoom will be used for public comment.***

*The mission of the Yolo County Child Care Planning Council is to promote the professional growth of the child care workforce and to support the development of quality child care programs. **The meeting shall be conducted in conformity with the Brown Act***

**Items may be taken out of order**

***“Deep and simple is far more essential than shallow and complex” -Fred Roaers***

Item	Title of Item	Who	Description	Time	Notes
1	Call to Order and Introductions/Roll Call	Justine Jimenez	Introduction of Members and/or Guests	5 min	
2	Approve Agenda	All	Action	5 min	
3	Public Comment	Public	Information	5 min	
4	Consent Agenda	Justine Jimenez	Action	5 min	Approve Minutes October 6, 2020
5	CARES Childcare Stabilization Funding	Lynn Arner, Sue Lomax, Kim Relph-Smith, Kari Roberts	Information	20 min	
6	Childcare Needs Assessment	Gina Daleiden, Kim Relph-Smith, Kari Roberts	Information	15 min	
7	Equity and QCC/QRIS Matrix	All	Discussion	20 min	
8	Workgroups This Year	All	Discussion/Action	25 min	
9	Member Updtates	All	Information	20 min	

If requested, this agenda can be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 and the Federal Rules and Regulations adopted in implementation thereof. Persons seeking an alternative format should contact Gail Nadal for further information. In addition, a person with a disability who requires a modification or accommodation, including auxiliary aids or services, in order to participate in a public meeting should telephone or otherwise contact Gail Nadal as soon as possible and preferably at least 24 hours prior to the meeting. Gail Nadal, Coordinator

Yolo County Child Care Planning Council  
Yolo County Office of Education  
1280 Santa Anita Court, Suite 140; Woodland, CA 95776  
(530) 668-3773/ (530) 668-3840 [fax]  
[Gail.nadal@ycoe.org](mailto:Gail.nadal@ycoe.org)

I declare under penalty of perjury that the foregoing agenda was posted by October 30, 2020 on the bulletin board at the east entrance of the Erwin Meier Administration Center, 625 Court Street, Woodland, CA

By: \_\_\_\_\_

*Notice of Public Meeting*

**YOLO COUNTY OFFICE OF EDUCATION  
HEAD START/EARLY HEAD START/STATE FUNDED PROGRAMS  
POLICY COUNCIL MEETING AGENDA  
December 11, 2020 from 2:00 p.m. to 3:00 p.m.  
1280 Santa Anita Court Suite 140 Woodland, CA 95776**

***Consistent with the Shelter in Place orders from the Governor and Yolo County, this meeting is compliant with the Governor's Executive Order N-29-20, which allows for a deviation of teleconference rules required by the Brown Act. In person, attendance will not be permitted. Please use zoom for public comment.***

- 1.0 Call to Order
- 2.0 Introductions/Recognition of Visitors
  - 2.1 Introduction of New Policy Council
  - 2.2 Election of New Officers

3.0 **Consent Agenda:**

These items are expected to be routine and non-controversial. They will be acted upon by the Policy Council at one time without discussion unless a Policy Council member 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.

**Action**

- 3.1 Approval – November 20, 2020 Agenda
- 3.2 Approval – October 23, 2020 Minutes

**Action**

4.0 **Public Comment:**

***This will be a virtual meeting - please use Zoom for Public Comment***

*This item is placed on the agenda for providing visitors the opportunity to address the Policy Council on any item(s) of business that does not appear on the formal agenda. You may request recognition by completing the form provided at the door.*

*Visitors may also request recognition from the chairperson, to address the Policy Council concerning an item on the agenda by completing the form provided at the door.*

*The Policy Council reserves the right to establish a time limit on these discussions, or to refer them to the next regular meeting for further deliberation.*

**Discussion &  
Possible Action**

**5.0 Adjourn to Closed Session:**

**5.1 Employment of New Hires – Margie Valenzuela**

**5.2 Employment of Substitutes – Margie Valenzuela**

**5.3 Employment of Various Service Providers – Margie Valenzuela**

**Possible Action**

**6.0 Open Session:**

**6.1 Old Business:**

**6.2 New Business:**

**6.2.1 Update on Distance Learning- Ameer**

**6.2.2 Health and Safety Training- Gustavo**

**6.2.3 Update on Reopening- Gail**

**Information  
& Discussion**

**7.0 Financial Reports- Debra Hinely  
7.1 Monthly Financial Report**

**Information**

**8.0 Program Operations: Service Area Reports-Sandra Hernandez, Site  
Coordinator**

**Information**

**9.0 Confirmation Next Meeting Date**

*\*Regular Meeting- Friday, January 22, 2020 Time will be set at for future meetings*

**These Meetings will be a virtual via Zoom**

**Action**

**10.0 Motion for Adjournment**

***The meeting shall be conducted in conformity with the Brown Act.  
Items may be taken out of order.***

**Notice:**

If requested, this agenda can be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 and the Federal Rules and Regulations adopted in implementation thereof. Persons seeking an alternative format should contact Maria Cardenas (530) 668-3756 for further information. In addition, a person with a disability who requires a modification or accommodation, including auxiliary aids or services, in order to participate in a public meeting should telephone or otherwise contact Maria Cardenas as soon as possible and preferably at least 24 hours prior to the meeting. (Government Code § 54954.2)

**Yolo County Office of Education Head Start/Early Head Start Programs  
1280 Santa Anita Court, Suite 140, Woodland, CA 95776**

**(530) 668-3030 / (530) 668-3840 [fax]**

*Draft Minutes for Approval*

**YOLO COUNTY CHILD CARE PLANNING COUNCIL**

**Tuesday November, 3 2020 9:00 AM-10:00AM**

**This meeting occurred by Zoom/Conference call**

Consistent with the Shelter in Place orders from the Governor and Yolo County, this meeting was compliant with the Governor’s Executive Order N-29-20 which allows for a deviation of teleconference rules required by the Brown Act. In-person attendance was not permitted.

Zoom was used for public comment

<p style="text-align: center;"><b><u>Members in Attendance:</u></b></p> <p style="text-align: center;">Lynn Arner Gina Daleiden Justine Jimenez Kari Roberts Fawn Montagna Sue Lomax Ed Lewis Kim Relph-Smith Kristy Weber Elizabeth Hansen Amy Howering</p>	<p style="text-align: center;"><b><u>Members Not Present:</u></b></p> <p style="text-align: center;">Shannon McClarin Tico Zendejas</p> <p style="text-align: center;"><b><u>Guests:</u></b></p> <p style="text-align: center;">Gehan Tadros Jon Bell</p> <p style="text-align: center;"><b><u>Staff:</u></b></p> <p style="text-align: center;">Gail Nadal Kathleen Glassman</p>
--	---

Item	Time
1. Call to Order and Introductions/Roll Call	5 min
Call to order at 9:03 AM Gehan Tadros - Program Administrator Children's Home Society Jon Bell - Lakeshore	
2. Approval of Agenda	5 min
Motion to approve: 1)Kari Roberts 2)Sue Lomax	
3. Public Comment	5 min
Jon Bell Lakeshore – Happy to be attending the LPC meeting. Shared that he is available to help and support in classrooms as needed and in the childcare community. Lakeshore has many resources for families to help with distance learning. Please call or email Lakeshore for these resources and for support when needed.	
4. Consent Agenda and Approve Minutes	5 min
5. CARES Childcare Stabilization Funding	20 min
Kari Roberts gave an update for this sub-committee. From October 5, 2020 – November 2, 2020 stabilization funding has been approved for 49 families, 57 children and 20 providers in West Sacramento, Davis, Winters, Woodland, Esparto. The total amount approved of the \$250k is currently \$156k. There have been a lower	

number of Woodland providers and families represented in these numbers and the LPC was encouraged to please reach out to Woodland and the rural communities to share information on this funding.	
6. Childcare Needs Assessment	15 min
Discussion and update on the Childcare Needs Assessment led by Gina Daleiden. The First 5 Yolo Commission added \$15k to the allotted state budget to allow Harder & Co. to create and disseminate surveys to providers. We have found that it is difficult to reach all providers during the pandemic and data is not always accurate. It is still unclear if some childcare providers are closed permanently or temporarily. We are working to ensure the proposed survey will encompass all providers in our county, especially FFN and FCCH providers who can be harder to reach. The original survey for FFNs was developed in Los Angeles, so we are reviewing it before it goes out to FFN providers to make sure our Yolo county providers' needs are reflected. The 40 FFN providers being served through QCC/IMPACT will assist Harder & Co to do this outreach. Zoom focus groups are being considered to engage and inform community members about the survey as well as inform Harder & Co about the communities here in Yolo County.	
7. Equity and QCC/QRIS Matrix	20 min
Justine Jimenez, LPC Chair, began the discussion referencing the meeting minutes from the previous LPC meeting when we began to examine the letter to leaders at CDE, CHHS, CDSS, and Governor Newsom's office from Parent Voices, the Childcare Law Center, and California Resource and Referral Network. The letter discusses the QRIS Matrix, and the inherent racism built into the system of early childhood education and the rating system, national QRIS, as well as the California Quality Counts matrix. The Yolo LPC is committed to an ongoing exploration of equity within the system and ensuring the matrix is accessible and useful for all providers. The QRIS is required by most subsidized programs and is a standardized system built over many years. The letter questions who benefits from this and if the system is represented by a culturally diverse leadership. The letter also remarks that the standardized structure can affect providers in a way that it was not intended. Conversations about this issue are being held across the state, and the nation currently, and the Yolo LPC will continue to use our meetings as a forum to receive updates, and have conversations about national, state and local rating systems, who benefits, and how they are used.	
8. Workgroups this year	25 min
After a brief discussion regarding the current situation amidst the pandemic, we had a motion to move forward with the current format and not have formal work groups, but continue with ad hoc sub-committees and meetings as needs arise. Motion approved: 1) Kim Relph-Smith 2) Gina Daleiden	
9. Member Updates	20 min
Amy Howering- Shared that Davis Kids Club is offering a scholarship grant to families in Davis. Her daughter recently moved schools and in doing so her family lost the childcare they had been using, so she is benefitting from this scholarship grant, and encouraged spreading the news about this.  Fawn Montagna- County CARES Safety Net Funding has been awarded to 30 Yolo County providers. RISE and	



YCCA have 40 providers participating in the QCC/IMPACT FFN provider NPP coaching sessions and YCCA has another session beginning next week. iPinwheel engineers are working on making changes to the FFN fields in the database since there were areas that did not apply to FFN providers such as licensing info, etc. The Yolo County Library as well as Davis Arts Center are planning to start their FFN programs this month as well.

Kristy Weber- There is still funding available for cleaning supplies and CHS is still doing outreach to Yolo County childcare providers regarding this. License exempt providers are also eligible for this funding.

Ed Lewis- The Mentor Teacher Program is still on hold.

Gina Daleiden- Expecting another shipment of supplies but unsure when this will be. CHS is planning to distribute again when the time comes.

Adjourn Meeting

Meeting Adjourned 10:11am

1)Kari Roberts

2)Amy Howering



**HEAD START/EARLY HEAD START  
POLICY COUNCIL MEETING MINUTES**

**October 23, 2020**

**1280 Santa Anita Court Suite 140 Woodland CA 95776**

*This meeting was conducted via Zoom and conference call in. A public location was provided at the Yolo County Office of Education for public to attend and comment as needed.*

**Council Members Present:**

*Rizwana Shaik  
Annalisa Vasquez  
Yolizma Flores-Villegas  
Carla Ortiz  
Luisa Santizo*

**YCOE Staff:**

*Gail Nadal, ECE Director  
Genet Telahun, Program Administrator  
Maria Cardenas, Administration Secretary  
Marco Raya, Interpreter  
Ranjeeta Groundar, Interpreter/Teacher  
Jackie Tam, Site Coordinator  
Claudia Grimaldi, Internal Business Accountant*

**YCOE Administration:**

*Margie Valenzuela, Executive Director Human Resources*

**AFSCME Council 57:**

*None*

**Community Members Present:**

**1.0 Call to Order:** 2:13 pm

**2.0 Introductions/Recognition of Visitors**

**3.0 Consent Agenda:**

**3.1 Approval of October 23, 2020 Agenda M1: Yolizma Flores-Villegas M2: Annalisa Vazquez**

**3.2 Approval of September 25, 2020 Minutes M1: Rizwana Shaik M2: Yolizma Flores-Villegas**

**3.3 Approval of September 9, 2020 Annual Federal Financial Report M1: Rizwana Shaik M2: Yolizma Flores-Villegas**

**4.0 Public Comment:** *None*

**5.0 Adjourned to Close Session:**

**5.1 Employment of New Hires – Margie Valenzuela – None**

**5.2 Employment of Substitutes – Margie Valenzuela – None**

**5.3 Employment of Various Service Providers – Margie Valenzuela - None**

**6.0 Open Session:**

**6.1 Old Business: NONE**

**6.2 New Business:**

**6.2.1 Update on Re-opening Plans -Genet Telahun**

Genet wanted to let all parents know that Head Start Program along with Our Associate Superintendent has been working with Yolo County Health Department in regards to re-opening of classrooms for in person learning and will be following recommendations from the Yolo County Health Department. November 16, 2020 will be our re-opening date for those families who chose to do classroom in person learning. Due to COVID our classrooms will be restructured to 13 kids per classroom, 11 infants per classroom and 12 Toddlers per classroom the smaller number of kids per classroom means that in person learning will have about 4-9 kids in the class and the rest will be online learning. Kids returning to the classroom will be required to wear a mask at all times except during snack, lunch and nap time. Children under 3 years old will not be required to wear a mask. We will be revising our Health Care plan procedures to adhere to Yolo County Health Department recommendations.

**7.0 Financial Report: Debra Hinely**

Claudia went over the Financial Report for the month of October and the 2019-2020 Final Federal Financial Report.

**8.0 Programs Operations: Service Area Reports- Jackie Tam**

Jackie went over that Site Coordinators as well as Teachers have been attending varies trainings like DRDP's in order to prepare for in person learning as well as distant learning. Staff is having a Meeting every Wednesday.



**9.0 Confirm Next Meeting Date:**

Regular Meeting will be Friday January 22, 2020 Time will be set by New Policy Council

*This meeting will be conducted via Zoom and conference call in. A public location was provided at the Yolo County Office of Education for public to attend and comment as needed at the Santa Anita Offices located at 1280 Santa Anita Court Conference Center Woodland CA 95776*

**9.0 Motion for Adjournment:** The meeting adjourned at 2:40 pm **M1: Yolizma Flores-Villegas M2: Annalisa Vasquez**

**Roll Call:** Members participating were Rizwana Shaik, Annalisa Vasquez, Carla Ortiz, Yolizma Flores-Villegas and Luisa Santizo.

## **6. 6. Head Start/Early Head Start Surplus Vehicles**

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### **Description**

The Yolo County Office of Education has vehicles belonging to the Head Start/Early Head Start program that are no longer operational.

The list describing the specific vehicles intended for disposal is attached. Per OP 3270.00, YCOE is providing this itemized list of inoperational vehicles for the Board's review.

12/11/2020 Head Start/Early Head Start approved moving forward with the disposition action as proposed.

### **Recommendation**

This item is being presented as information.

### **Supporting Documents**



01-12-2021 Board Agenda Item HS Vehicles Surplus

### **Contact Person**

Debra Hinely, Director, Internal Business Services, will present this item.

2021 YCOE HEAD START PROGRAM Surplus List  
January 12, 2021

<b>QTY</b>	<b>Description</b>	<b>License</b>	<b>Vin #</b>	<b>Year Purchased</b>	<b>Value</b>
1	2005 Chevy Uplander	1195457	1GNDV23L75D240867	5/7/2005	0
1	2005 Chevy Uplander	1195460	1GNDV23L85D168450	5/9/2005	0
1	2010 Dodge Van Caravan	1260588	2D4RN4DEAR372948	10/11/2010	0
1	2010 Dodge Van Caravan	1260589	2D24N4DEXAR372496	10/11/2010	0

12/11/2020 \*This notification is to inform you that per 45 CFR 75.320 (e)(1) YCOE may move forward with the disposition actions as proposed. The equipment may be retained, sold, or otherwise disposed of with no further obligation to Administration for Children and Families (ACF).

## 6. 7. Monthly Board Financial Report

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### Description

Per request of the County Board of Education, attached is the current financial report for December 2020.

### Recommendation

This item is being presented as information.

### Supporting Documents

 BOARD FINANCIAL REPORT DECEMBER 01142021

### Contact Person

Debra Hinely, Director, Internal Business Services, will present this item.

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUE DETAIL							
	REVENUE LIMIT SOURCES :	11,275,171.00	3,653,083.00	14,928,254.00	1,436,877.00	13,491,377.00	9.62
	FEDERAL REVENUES :	4,917,722.00	1,229,265.00	6,146,987.00	2,129,622.01	4,017,364.99	34.64
	OTHER STATE REVENUES :	2,917,805.00	1,248,287.00	4,166,092.00	1,795,696.87	2,370,395.13	43.10
	OTHER LOCAL REVENUES :	6,997,875.00	175,921.00	7,173,796.00	968,009.93	6,205,786.07	13.49
* TOTAL YEAR TO DATE REVENUES	* *	26,108,573.00 *	6,306,556.00 *	32,415,129.00 *	6,330,205.81 *	26,084,923.19 *	19.52

EXPENDITURE DETAIL							
	CERTIFICATED SALARIES :	6,412,560.00	264,742.00	6,677,302.00	2,951,302.94	3,725,999.06	44.19
	CLASSIFIED SALARIES :	7,446,979.00	61,174.00	7,508,153.00	3,278,060.86	4,230,092.14	43.66
	EMPLOYEE BENEFITS :	6,920,161.00	721,839.00-	6,198,322.00	2,221,604.44	3,976,717.56	35.84
	BOOKS AND SUPPLIES :	866,474.00	671,805.00	1,538,279.00	615,136.15	923,142.85	39.98
	SERVICES, OTHER OPER. EXPENSE:	4,469,754.00	4,511,939.00	8,981,693.00	1,895,306.52	7,086,386.48	21.10
	CAPITAL OUTLAY :	123,016.00	129,175.00	252,191.00	687,785.22	435,594.22-	272.72
	OTHER OUTGOING :	.00	3,529.00	3,529.00	3,528.00	1.00	99.97
	DIRECT SUPPORT/INDIRECT COSTS:	327,303.00-	28,807.00-	356,110.00-	73,268.58-	282,841.42-	20.57
* TOTAL YEAR TO DATE EXPENDITURES	* *	25,911,641.00 *	4,891,718.00 *	30,803,359.00 *	11,579,455.55 *	19,223,903.45 *	37.59

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
9110	CASH IN COUNTY TREASURY	8,470,723.27	2,559,844.95-	5,910,878.32





## **6. 8. Quarterly Report on Williams Uniform Complaints for YCOE Schools**

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### **Description**

Statutory changes to the Williams Settlement as stated in California Education Code 35186 (d) requires that a school district report summarized data on the nature and resolution of all Uniform Complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. Further, the summaries must be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report must include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses must be available as public records. Education Code 35186 (a) states that a school district shall use the Uniform Complaint process it has adopted as required by Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations, with modifications, as necessary, to help identify and resolve any deficiencies related to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment. The 20-21 YCOE First Quarter on Williams Uniform Complaints Education Code 35186 is attached

### **Recommendation**

For Information.

### **Supporting Documents**



Williams Jan 2021

### **Contact Person**

Deborah Bruns, Director, Curriculum & Instruction.

**Quarterly Report on *Williams* Uniform Complaints**  
 [Education Code § 35186(d)]

District: Yolo County Office of Education

Person completing this form: Deborah Bruns Title: Director of C&L

Quarterly Report Submission Date:  
 (check one)

- October 2020
- January 2021
- April 2021
- July 2021


Date for information to be reported publicly at governing board meeting: 1/12/21

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
<b>Textbooks and Instructional Materials</b>	0	0	0
<b>Teacher Vacancy or Misassignment</b>	0	0	0
<b>Facilities Conditions</b>	0	0	0
<b>TOTALS</b>	0	0	0

Garth Lewis  
 Print Name of District Superintendent

  
 Signature of District Superintendent

1/5/21  
 Date

## **6. 9. First Reading of Board Policy BP/SP 4133**

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### **Description**

BP 4133 and SP 4133, related to Travel and Conference, is being presented for information. The policy has been changed to monthly reimbursement, instead of quarterly. The BP and SP have been changed so YCOE correspondingly needs to update the previously adopted versions. Attached is a copy of the proposed revisions to BP 4133 and SP 4133 and a clean copy of each.

### **Recommendation**

This item is being presented as information.

### **Supporting Documents**

 SP 4133.00 Travel\_Conference Policy w track changes 1.5.20

 SP 4133.00 1.5.20 revised clean copy 1-12-21

### **Contact Person**

Crissy Huey, Associate Superintendent, Administrative Services, will present this item.

## **Travel/Conference Policy**

It is the policy of the County Office of Education to pay for all actual and necessary expenses, including travel, incurred by the County Superintendent of Schools and/or by his/her designated staff members while performing services for the Yolo County Office of Education.

The Board of Education, under the provisions of Education Code § 4403, delegates authorization to the County Superintendent of Schools to approve requests for travel, meetings and conference.

All reimbursement for travel and expenses must be approved by the immediate supervisor and are subject to approval by the County Superintendent of Schools. Approval means authorizing travel and, when travel is completed, the claim for reimbursement of travel expenses. Persons authorized to approve travel claim must ensure that all claims are reviewed before payment. By endorsing the Mileage/Expense Reimbursement Form (Exhibit A), the approving person accepts the responsibility for its completeness, accuracy and validity.

All out of state travel shall have prior approval by the County Superintendent of Schools (Exhibit B). No funds shall be expended for travel outside the United States.

The County Superintendent of Schools may authorize the advancement of 90% of the estimated cost of necessary out of pocket expenses.

Please use the following rates to calculate an advance for allowable meals:

Breakfast	\$10.00
Lunch	\$12.00
Dinner	\$24.00

A claim must be filed within ten days following the attendance at the event in order to set forth a proper audit trail for the advance and reconciliation of the actual costs to the cash advance. If an advance exceeds actual costs, the claimant must return additional cash at time claim is filed. If a claimant does not submit appropriate documentation (itemized receipts) to reconcile the cash advances and/or submit excess advance, they will be immediately noticed that their following month's payroll check will be docked for the additional amount or the entire advance amount. Due to the amount of paperwork and clerical time necessary to process advance payments, no advancement will be authorized for expenses under \$50.

In order to be eligible for reimbursement, expenses must be incurred by employee authorized to travel. A claimant cannot be reimbursed for expenses for spouses, friends or any other employee(s) who are not authorized even though their attendance may be of interest to the County Office of Education.

Claims for **ACTUAL** and **NECESSARY** expenses shall be submitted on forms provided (see Exhibit A). All itemized receipts shall be retained and attached to the travel form.

Actual and necessary expenses shall be allowed and paid in accordance with the following:

1. When making arrangements for travel and/or lodging, “government” rates (or the lowest available rate) should be requested. When traveling on County Office business within California, employees shall also request that hotels/motels waive the Transient Occupancy Tax that is added to the lodging invoice. This tax is mandated by many cities and counties, but generally exempts federal and state employees traveling on official business. The waiver of the Transient Occupancy Tax must be requested at the time of reservation and a claim form (see Exhibit C) must be submitted upon payment of the hotel/motel bill.
2. Claims for hotel accommodations shall be accompanied by receipts that show dates for which charges were made. In the event a spouse is in attendance, the reimbursement shall not exceed the rate for single occupancy lodging.
3. Reimbursement will be made for the most cost-effective method of travel. Economy, standard, tourist, or similar airfare rates are allowed. The option for use of a private vehicle, or air transportation, or other modes may be allowed, except that the County Office shall make reimbursement for transportation resulting in the least cost to the County Office, considering all other costs.
4. Per mile reimbursement for the use of private automobile will be made at the current rate approved by the Superintendent’s Cabinet. In order to collect private auto mileage reimbursement, a current “Insurance Certification” form as prescribed by Vehicle Code Division 7, Chapter 3, Article 2, Section 16451, must be on file with Administrative Services. Employees driving on County Office business shall have a valid California Drivers License and proof of insurance on file in Administrative Services. Employees are expected to check personal insurance policy to ensure coverage when traveling on business.
5. All expenses shall be accompanied by properly itemized receipts. No reimbursement will be made for alcoholic beverages or other personal expenses (see item #8).

For reimbursement of meals when the employee is on travel status for less than a full 24-hour period:

<u>If Travel Begins Before</u>	<u>And Travel Ends After</u>	<u>These Meal Expenses May be Claimed</u>
7:00 a.m.	9:00 a.m.	Breakfast
7:00 a.m.	2:00 p.m.	Breakfast & Lunch
11:00 a.m.	2:00 p.m.	Lunch
11:00 a.m.	7:00 p.m.	Lunch and Dinner
5:00 p.m.	7:00 p.m.	Dinner
7:00 a.m.	7:00 p.m.	Breakfast, Lunch & Dinner

6. \$5.00 per day will be allowed for incidentals (tips, etc.) for which receipts are impractical. An explanation of the incidental charges must be provided on the Mileage/Expense Reimbursement Form (Exhibit A).
7. Whenever possible, the purchase order process should be used when making travel arrangements, hotel reservations and conference registrations. Local travel agencies as well as hotel chains are normally cooperative with this process.
8. **NO** personal expenses, including, but not limited to alcoholic beverages, TV/movie rental, traffic/parking citations, expenses for spouse/dependent, etc., may be claimed. One (1) personal telephone call per 24-hour period will be allowed/reimbursed.

### **Documentation Requirements**

1. A Travel/Conference Attendance Request and Approval Form (see Exhibit D) must be approved PRIOR to attendance. This pre-approval form must include:
  - a. The purpose of the trip.
  - b. The inclusive dates of each trip for which allowances are claimed.
  - c. Sufficient details to establish that the expenses incurred were necessary to accomplish the purpose of the travel.
  - d. An estimate of all expenses. Requisitions must also be completed for any of the expenses that will be prepaid (registration, airfare, etc.).
  - e. Budget category to be charged.
  - f. Supervisor and Business Services approval.
  - g. Pre-registration form and/or agenda.

2. If a Cash Advance is to be requested, a Travel/Conference Cash Advancement Authorization (see Exhibit E) must be completed as least 2 weeks prior to travel.
3. If a cash advance is requested, actual itemized receipts for all expenses (hotel, registration, meals, etc.) must be submitted upon return on the Travel/Conference Cash Advancement Expense Report (see Exhibits F). Credit card receipts are not sufficient documentation. No meal expense will be paid if the meal is included in the cost of the workshop or conference registration.
4. Copy of Conference/Meeting Brochure.
5. Pre-registration form and/or agenda.
6. Proof of payment.
7. An approved mileage/travel expense form.

The claimant shall certify by signature that all amounts claimed were actual and necessary.

### **Mileage**

Only miles traveled in the performance of official County Office business **AND APPROVED BY SUPERVISOR** may be claimed. Miles traveled to and from an employee's home are considered non-claimable personal miles. Reimbursement will be made at current rate as approved by the Superintendent's Cabinet. Claims must be submitted to the CSBS department no later than 15 calendar days after the ~~quarter-month~~ the expenses were incurred. ~~(October 15, January 15, April 15, July 15—~~ if the 15<sup>th</sup> is on a weekend, mileage will be due the Monday immediately following). If reimbursement requests are submitted after that date, they will be considered a non-reimbursable expense.

#### Criteria for Mileage Computation:

1. Employees who are assigned to a specific county facility will be reimbursed for mileage only when mandatory for their job responsibilities. Only mileage from their normal work location to destination and return will be reimbursed. Regular commute mileage required to reach normal work location will not be reimbursed. If employee travels directly from home to conference, meeting, etc., the lesser of mileage from home or normal work location to destination will be reimbursed.
2. Employees who do not regularly report to a specific facility or who occasionally go directly from home to a work location other than their normal location, can claim only those miles accrued after reporting to the first job location of the day. If mileage to this location exceeds mileage from the employee's home to the facility where he/she is assigned, the difference may be claimed. If an employee does not return to a specific facility at the end of a workday, only those miles from the last work location to the facility where the employee is assigned may be claimed.



3. Mileage expenses incurred due to a workshop and/or conference should be reported on a mileage/travel expense form. Prior approval is mandatory.
4. Actual mileage required for meetings which occur outside the normal workday will be reimbursed.

### **Credit Cards**

Yolo County Office of Education maintains credit cards that are the responsibility of the Superintendent's Cabinet. These credit cards may be assigned to individuals on a temporary per use basis only. Credit Cards cannot be used to circumvent the prior approval process required for all travel. The Travel/Conference Attendance Request and Approval Form (Exhibit D) is necessary prior to any reservations or any other expenditure where a credit card would be necessary. The approval form requires **prior** approval from the immediate supervisor and the business office to ensure adequate funds are available. This control is necessary to meet audit requirements.

### Chamber Memberships

The Superintendent's office will subscribe annually to each chamber within Yolo County as an organization, which entitles all employees to be involved in all aspects of the chamber. If individual memberships are required, each individual may subscribe as an associate member under the organizational membership, but the dues are the responsibility of the employee.

**ADOPTED:** June 30, 1986

**REVISED:** 10/28/97; 07/27/98; 06/21/01, 08/22/02; 03/21/06;11-16-10

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**ADOPTED:** June 30, 1986

**REVISED:** 10/28/97; 07/27/98; 06/21/01, 08/22/02; 03/21/06;11-16-10

**6. 10. Discuss YCBE Retreat Goals for March 2021 workshop** 

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**Description**

Discuss Agenda items (DRAFT agenda attached) for the YCBE Retreat scheduled for Friday, March 5, 2021 at 9 a.m.

**Recommendation**

Information.

**Supporting Documents**



03-5-21 Board Retreat Agenda

**Contact Person**

Superintendent Garth Lewis and President Matt Taylor will present this item.

## YOLO COUNTY BOARD OF EDUCATION

Special Meeting – Board Retreat

March 5, 2021

9:00 a.m. - Noon

- I. Board President Welcome (5 min)
- II. Effective Governance Conversation and Agreements (30 min)
  - Discussion on leadership, communication and trust building
  - Bylaws update – Trustee Social Media
- III. Superintendent’s Vision - Strategic Planning (30 min)
- IV. Meeting Norms (30 min)
- V. When and How the Board conducts a Self-Evaluation – Sample tools (20 min)
- VI. Future Agenda Items (10 min)
  - Questions
  - Concerns
  - Honorary Diploma Resolution
  - Other
- VII. Adjournment



**6. 11. Suggested Future Agenda Item(s)**

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**Description**

President Souza Cole would like an update to Board on how students will engage in the election process at a future meeting.

President Souza Cole *requests a report on the panic button software being implemented countywide for districts and how is it being paid, etc.*

**7. ADJOURNMENT**

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