



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

02/09/2021 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.*



Scan the above QR code with your phone to view this meeting agenda on your phone.

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>

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...and enter Meeting ID: 530 668 6700 Password (If using Computer or Mobile Phone Zoom App):
countymtg

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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. 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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 - c. Superintendent's Advisory Team (SAT)
 - d. Committees
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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. January 12, 2021 Regular Board meeting
- b. January 15, 2021 Special Board meeting


c. Temporary County Certificates (January 2021)


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Staff recommends approval of Resolution #20-21/19 Cesar Chavez Day (March 31, 2021)	
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It is staff's recommendation that the board adopt the 2020-2021 School Plan for Student Achievement as presented.	
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This item was presented for information at January's board meeting and is being brought back for recommended action.	
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The Board is being asked to take action.	
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- 7. 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 FROM THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES UNION, AFSCME, COUNCIL 57, LOCAL 146, AFL-CIO CLASSIFIED CHAPTER and INITIAL PROPOSAL OF SUPERINTENDENT FOR NEGOTIATIONS WITH THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES UNION, AFSCME, COUNCIL 57, LOCAL 146, AFL-CIO CLASSIFIED CHAPTER FOR 2020-2021** 215


- 8. INFORMATION ITEMS** 216


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 For information. It is recommended that the Superintendent's response and initial proposal to the Yolo Education Association (YEA) be posted and set for public hearing at the March 9, 2021 Regular Meeting.

 - 2. Response to Initial Proposal From The American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Certificated Chapter and Initial Proposal of Superintendent For Negotiations With The American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Certificated Chapter For 2020-2021  219
 For information. It is recommended that the Superintendent's response and initial proposal to the American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Certificated Chapter be posted and set for public hearing at the March 9, 2021 Regular Meeting.







 - 3. Response to Initial Proposal From The American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Classified Chapter and Initial Proposal of Superintendent For Negotiations With The American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Classified Chapter For 2020-2021  221
 For information. It is recommended that the Superintendent's response and initial proposal to the American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Classified Chapter be posted and set for public hearing at the March 9, 2021 Regular Meeting.

 - 4. Dan Jacobs School Calendar 2021-2022  223
 Information only. It is the staffs' intention on bringing this item back for final approval in March.

 - 5. Alternative Education Monthly Attendance Report  225
 Information only. No recommendation at this time.

 - 6. Distance Learning Update  231
 The attached presentation provides an overview of the new CDPH guidance for schools and an update on COVID-19 vaccinations.

This item is being presented for information only.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 7. Head Start/ Early Head Start Reports  | 260 |
| 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 | |
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| For Information. | |
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| For Information. | |
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| For information only. | |
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| This item is being presented as information. | |
| 11. Monthly Board Financial Report  | 399 |
| For information only. | |
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| For Discussion and Information. | |
| 13. Yolo County Board of Education March 5, 2021 Retreat Planning  | 402 |
| For 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



1. OPENING PROCEDURES



1. 1. Call to Order and Roll Call



1. 2. Pledge of Allegiance

1. 3. Approval of Agenda

Recommendation

Motion to Approve Agenda.

1. 4. Public Comment

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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2. REPORTS

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





Quick Summary / Abstract

- a. Board Reports
- b. Superintendent
 - i. YCOE Work Order Process
 - ii. Yolo County SARC's (Final)
- c. Superintendent's Advisory Team (SAT)
- d. Committees

Recommendation

For Information.

Supporting Documents

-  YCOE Board work order process presentation
-  YCOE Board work order process presentation
-  Admin Services update 2.2021
-  YCOE Ed Services Board Updates for February 2021.docx

Supporting Links

Dan Jacobs SARC -
<https://www.sarconline.org/public/summary/57105795730106/2019%E2%80%932020>

Special Education SARC -
<https://www.sarconline.org/public/summary/57105796077275/2019%E2%80%932020>

Cesar Chavez SARC -
<https://www.sarconline.org/public/summary/57105790113787/2019%E2%80%932020>

YCOE Work Order Process



Dude Solutions (School Dude)

School Dude is the work order management system YCOE utilizes. It has other features we use as well including facility use scheduling, vehicle maintenance management, and capital forecasting.

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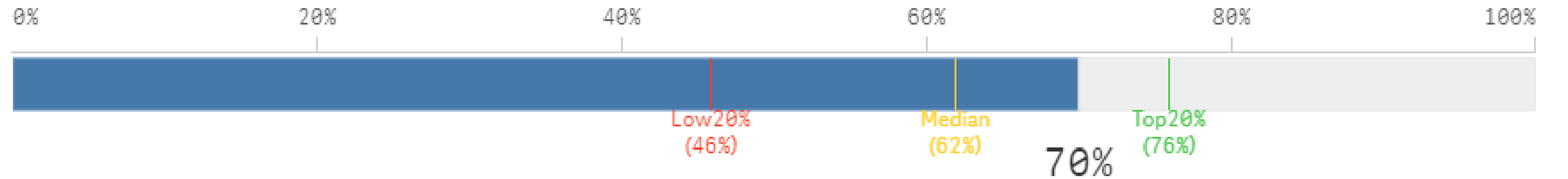
The number of years YCOE has utilized Dude Solution's maintenance management system

Corrective Maintenance (CM)-

Corrective Maintenance work orders are work orders to fix, repair, or address anything that is not preventative

Percentage

Of corrective work orders completed in 7 days or less (YCOE is at 70%)



3,254

the number of peer Public K-12 clients we are compared to

15,970

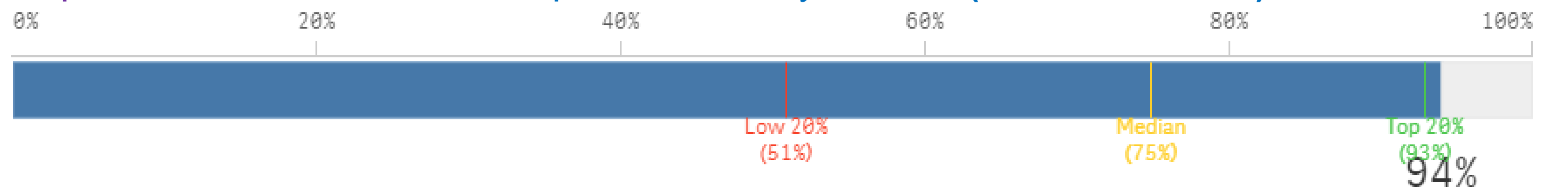
of work orders submitted since YCOE implemented Dude Solutions

Preventative Maintenance (PM)-

Dude Solutions houses our preventative maintenance system as well. Based on criteria we set, preventative maintenance work orders are auto generated by either a time or usage criteria set

Percentage

of preventative work orders completed in 30 days or less (YCOE is at 94%)



The life of a work order



Satellite site work order requests

Satellite site work orders submitted to SOS via our work order system are communicated to the districts based on each district's individual process. This is recorded in YCOE's work order system, we review and follow up as needed.

Emails - requesters

Work order submitters receive a confirmation email that the work order was received. They get an additional email when the work order is closed. A work order submitter can login to the system at any time and review any work order they have ever submitted.

Emails - SOS

The director, senior maintenance technician, and administrative secretary of Support Operations Services receive emails of any status update regarding a work order. This is to help ensure that if there is an urgent work order, it does not get missed.

Forever

A work order lives in the system forever. It cannot be deleted.



Purpose specific work

We take pride in our data. Of the different facets of data included in a work order, one item is a "purpose". A purpose helps us indicate and track work based on custom categories created by the director of Support Operation Services. Reports can be ran based off any data we input into a work order.

FIT (Facility Inspection Tool)

The FIT purpose is used to track work created specifically as a result of a FIT inspection. This was implemented in 2019 with our facility inspection system "Facility Advisor" which gives us a time-saving computerized way to inspect our facilities. A work order is created for each deficiency.

Vandalism

In 2020, we committed to track all vandalism instances through this category.

COVID-19

In late May of 2020, we created a COVID-19 purpose to help track work related to the COVID-19 pandemic. We have tried as best we can to capture all work related to COVID-19.

General Maintenance Preventative Maintenance Vehicle Repair Health/Safety

Some of the other purposes we use to track various work.



THANK YOU



ADMINISTRATIVE SERVICES FEBRUARY 2021 UPDATES

Crissy Huey - Associate Superintendent, Administrative Services

- Administration staff have been collaborating on updates of the Injury & Illness Prevention Program (IIPP), developing the COVID Prevention Program (CPP) plan, and the COVID-19 Safety Plan (CSP).
- Working with California Human Development on lease agreement
- Administrative Directors are working on department goals and strategic planning
- Collaboratively working with Ed Services on school site preparations for reopening

External Business Services

Director, Veronica Moreno

- In collaboration with district accounts payable and payroll staff, the EBS and ITS Data Services staff prepared 6,031 W-2 forms and 380 1099 forms to meet our annual tax reporting requirement.
- A new employee has been hired to fill the vacant Accountant position. Their start date will be Tuesday, February 9th.

Internal Business Services

Director, Debra Hinely

- Continue working on the Head Start / Early Head Start 2021-2022 budget with the ECE program
- Starting to work on the 2nd Interim Report for the period ending January 31
- Continue to meet monthly with all programs to review current year budgets and starting discussions for next year's budget
- Starting negotiations

Support Operations Services

Director, Matthew Juchniewicz

- Greengate ADA Hinkle Project: Project completed minus a single long lead punch list item
- Santa Anita Fencing Project: Surveying complete and moving to the next phase
- Rekeying CCCS: Cesar Chavez Community School rekeying was completed
- Check printing relocation: Working on solidifying a date for the move
- Santa Anita Fire Suppression replacement: Will be advertising for a contractor
- Emergency Operations Plan: First draft almost complete
- 4 Unit Santa Anita HVAC Replacement Project: Will be reviewing replacement options
- Santa Anita Dumpster Enclosure Project: The materials have arrived; working on scheduling installation
- Prairie IEEEP Project: Currently waiting for an architectural contract
- Lemen IEEEP Project: Waiting on architectural contract
- Woodland United Methodist Church Fencing Project: Working on logistics surrounding move-in

Information & Technology Services

Director, Carl Fahle

ERATE APPLICATION FOR CAT-1 DATA TRANSPORT SERVICES

- YCOE's FCC Form 470 for E-Rate Funding Year 2021 has been certified and submitted

W2 & 1099 TAX REPORT DEADLINE FOR 2020

- Data Services staff resolved a programming issue with Harris QCC Financial System and completed preparation of the ~6000 W2 & 1099 forms ahead of the Jan 29 submission deadline

PHASE 1 LAPTOP DEPLOYMENTS

- ITS staff completed deployment of the initial LMF funded Dell Laptop project this week. Work imaging and configuring devices from last week's shipment along with refresh of the exchanged ECE Surface laptops will begin the first week in February. The new computers include the latest operating system, security patches, and installation of the new Office 365 Suite. Trainings are held every Monday-Thursday at 1:30 and 3:30 pm and are simultaneously streamed over Zoom.

SITE IT EQUIPMENT MANAGEMENT PROJECT

- Staff completed the rewiring, cable management, and installation of IT equipment and related accessories at each of the sites and program spaces utilized by YCOE ahead of the February reopening plans. This addresses safety, wireless performance, and professional appearance/management of IT equipment at each location.

EDUCATIONAL SERVICES FEBRUARY UPDATES

Carolynne Beno - Associate Superintendent, Educational Services

- You may have heard I accepted a position on the Fiscal Crisis Management Assessment Team (FCMAT) and will be leaving YCOE at the end of February. I have spent my entire 16-year career in education serving in Yolo County where I started my career as an intern special education teacher at Pioneer High School in Woodland. Working in Yolo has been an incredible experience. I believe in the work taking place in Yolo County and in Superintendent Lewis' vision. I will be cheering all of you on from afar.

Curriculum and Instruction (C&I) / College and Career Readiness Department

Director, Deb Bruns

- Yolo County PBIS (Positive Behavior Interventions and Supports) Consortium
 - 5 school site teams (Esparto and Davis) began Tier 2 training in January. Total of 27 school sites are participating in PBIS trainings this school year.
- Yolo County CTE (Career Tech Education) System of Support
 - YCOE awarded \$101,805 Career Technical Education Incentive Grant (CTEIG) to support the development of a student-led enterprise as part of the Yolo Career Preparation Program - more than requested!
- English Learner Roadmap Implementation. Heather Schlaman, YCOE's new Program Specialist, English Learner Services and Assessment is working with all 5 districts - as well as YCOE programs - to plan professional learning to support the English Learner Roadmap.
- Health Education Framework Professional Learning Series - Session 2: Focus on Mental Health and Nutrition & Physical Activity, February 2
 - Yolo, Colusa and Yuba COEs are collaborating to offer a series of professional learning events to share new content, resources, and strategies to support health education - now more important than ever.
- Corazon Center: On January 26, California Human Development (CHD) Board of Directors' Executive Committee unanimously approved for CHD to enter into lease negotiations with Yolo County Office of Education to re-locate to the Corazon Center.

Early Childhood Education (ECE) Department

Director, Gail Nadal

- Due to Head Start children not attending school in-person due to pandemic, we have additional funding to purchase new copiers, laminators, computers and vehicles.
- Classrooms are preparing for re-opening and ensuring that all staff have received necessary training on PPE use, health and safety protocols, and supporting social emotional needs of our young children.
- The Local Planning Council (LPC) will host a community forum on February 24th from 6:00 – 8:00 on the % year Community Needs Assessment on Child Care in Yolo County.
- Policy Council representatives will be re-trained on responsibilities and roles in preparation for the upcoming federal review titled Focus Area 2 Monitoring. Policy Council will be interviewed during the review.

Equity and Support Services

Executive Director, Micah Studer

- We have formally kicked off our LCAP planning season by meeting with Esparto USD for their initial LCAP meeting. We will have met with all districts by early February. Additionally Director Moreno and Studer are attending ongoing professional learning aimed at growing our capacity to support our partner districts.
- We hosted our second “Soulful Conversations” forum where we unpacked issues of equity in school leadership.
- We were guest speakers to Kern and San Louis Obispo County Office of Education’s Clear Administrative Services Credential (CASC) program where we spoke on Equity, Ethics, and Integrity in Educational Leadership.
- We formally launched our internal LCAP planning session by scheduling stakeholder engagement sessions, evaluating educational data, and outlining goals.
- We are formally underway with the California School Leadership Academy (CSLA) grant and are currently supporting the coaching program in addition to being program advisors.
- Our SEL COP continues as we pivot to designing SEL plans for ourselves and partner districts.
- The NCCPLN met this month and added two sessions to formally engage in a “Planning for Equity” series through the LCAP. This work focuses on lensing the annual planning activities through the lens of equity.

Special Education

Director, Jessica Burrone

- The Yolo County Public Health department visited our classrooms at Greengate to assess our reopening readiness. They provided a few suggestions and reported we are in compliance with local health guidance.
- 1:1 assessments and 1:1 instruction continues for select students with disabilities.
- We have continued to meet and collaborate with host site principals and district partners regarding our reopening planning efforts.
- The special education task force has continued to meet monthly to discuss reopening planning efforts, receive feedback from staff, and process new health guidance.

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

3. CONSENT AGENDA

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- b. January 15, 2021 Special Board meeting
- c. Temporary County Certificates (January 2021)

Supporting Documents



1-12-21 Draft Minutes



1-15-21 Draft Minutes



TCC's January 2021 10 totals

YOLO COUNTY BOARD OF EDUCATION
Regular Meeting: January 12, 2021
MINUTES

1.1 OPENING PROCEDURES

1.1 Call to Order and Roll Call. The Yolo County Board of Education met on January 12, 2021 at 4:31 p.m. in Regular session on a Zoom conference call. Board Members present were: Matt Taylor, Melissa Moreno, Jerry Jimenez and Carol Souza Cole. Trustee Zendejas was absent. Trustee Taylor 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: Souza Cole **SECOND:** Moreno **AYES:** Souza Cole, Moreno, Jimenez, Taylor **NOES:** None **ABSENT:** Zendejas

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

1.4 Public Comment.
None.

2.0 REPORTS

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

a. Board Reports

Trustee Souza Cole

- *Attended facilities committee meeting. Meeting summary:*
 - *Superintendent and leadership of bargaining unit were included in the meeting.*
 - *Helpful and informative.*
 - *Reopening schools on January 25 postponed to March 1.*
 - *Appreciate staff and leadership for all their work this year on items that have never been done before.*
 - *Example - classes at 18 different sites and needs being met at these sites*
 - *Meeting the challenge of receiving supplies.*
 - *Air cleaner in classrooms.*

- *Attended CSBA budget workshop where they reviewed proposed budget.*
- *Commented on terrorism at Capitol last week. Reminded of the words in the Pledge of allegiance...that we are one nation indivisible and what each one of us can do to support that and work toward that end goal to meet this moment.*

Trustee Moreno

- *Thanked Superintendent Lewis for sending email acknowledging concern regarding the terrorism at capitol and how it could be difficult for people to concentrate at this time.*
 - *Resolution on this subject.*
- *Acknowledged Black History month.*

Trustee Jimenez

- *Attended Yolo County CASA meeting.*
- *Will connect with key leaders at various schools to take a tour soon*
- *Interested in joining the California Latino School Boards Association.*

Trustee Taylor

- *Appreciated Trustee Souza Cole's comments.*
- *Attended California County Board of Education (CCBE) statewide executive Retreat. Currently the treasurer and excited about upcoming events planned with providing training and resources for county board members.*

Superintendent

Updates

- *Introduced new staff member An Ta, Career College Readiness Specialist (CCR) and Heather Schlamann, Program Specialist II, Curriculum & Instruction Department.*
- *Received message from Trustee Zendejas that he will be joining the meeting at 5 p.m.*
- *Attended the English Learning Roadmap Institution on December 16, 2020.*
- *Attended state COVID-19 testing taskforce meetings in preparation for a test site (YCOE building) for YCOE employees.*
 - *Taskforce includes staff at Davis, Healthy Davis, Woodland, Winters and Esparto.*
 - *Trustees will be welcome to participate in the test site.*

Trustee Zendejas arrived at 4:48 pm

- *Attended Facilities meetings and thanked staff for work on reopening schools.*
- *Attended the North County Professional Learning Network.*
 - *Addresses issues of educational equity through the LCAP.*

- Discussed guidance for opening schools from Governor's office.
- Upcoming Zoom event on January 26 from 6 to 6:45 featuring Dawnte Early-West, PhD, MS discussing Martin Luther King, Jr. at YCOE's Annual Celebration.
- Will participate in School Services of California budget seminar on Friday.
- Upcoming Zoom event on February 4 featuring Patti Herrera from School Services of California presenting on Governor Newsom's Budget Proposal for 2021-22: Implications for K12 education
- Condolence letter was recently sent from Superintendent's office on the death of Tribal Elder Marshal McKay.
- Participated in the Yolo County Board of Supervisors meeting to accept a resolution honoring Dr. Martin Luther King's birthday.
 - Shared comments from resolution.

SAT

Dr. Carolynne Beno, Associate Superintendent, Educational Services referred to the updates in the Board packet. Reviewed the PowerPoint "Board Update on YCOE Educational Programs.

Items discussed included:

- Change to YCOE Program Reopening Date
- Updated Return Schedule: February 22, 2021 – Staff who are engaged in classroom preparation/Managers return to classroom.
- March 1, 2021 – Students return to classroom.
- Preparations for students returning to the classroom.
- Facilities meeting update

Question from Vice President Moreno included the educators' unions and have they made any requests or are there ongoing issues that have not been attended to regarding facilities and reopening plans. Dr. Beno stated there is ongoing discussion regarding:

- Teachers' instruction via Zoom which will be discussed soon with labor partners.
- Ongoing planning on schools reopening.
- Dr. Beno and other administrators, along with a representative from public health, will be touring three (3) of our facilities soon (Alyce Norman, Greengate and Cesar Chavez) to provide an opportunity for input from the health department and additional recommendations on a safe reopening. This also includes collaboration with each school district in terms of protocols, etc.
- There will also be a meeting soon with Dr. Sisson, Health officer and district schools on Jan 21 and 28 to discuss guidelines and support a safe return to campuses.

Committees.

Facilities Committee met.

- 2.2 Associations.
None.

3.0 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)

Supt. Lewis presented a 2021 Yolo County Teacher of the Year plaque to Ms. Graves. Ms. Graves thanked everyone for her honor and many staff from Woodland Joint USD honored Ms. Graves for her work supporting students.

4.0 CONSENT AGENDA

- a. Approval of Minutes:
- December 14, 2020 Regular Board Meeting
- Temporary County Certificates (December 2020)

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

ROLL CALL VOTE:

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

5.0 ACTION ITEMS

5.1 RESOLUTION #20-21/15: Black History Month – February 2021

Superintendent Lewis presented this item. He also respectfully asked the Board to reconsider inviting individuals to accept resolutions during future Board meetings.

Superintendent Lewis recommended an amendment in the first section of the resolution recognizing African American throughout the ages that have contributed to world history and inventions prior to the history of enslavement in the U.S.

Vice President Moreno would also like to pass the resolution with Superintendent Lewis' amendment above and include honoring the recognition of social worker Damien Washington. She would like to mention his background in ethnic studies with work around children and families in Yolo county in the resolution also.

Trustee Souza Cole commented on our history of slavery and that we are presently dealing with this issue in the best way and she is grateful we are adding this language to the resolution.

The Board took action to approve the RESOLUTION #20-21/15: Black

History Month – February 2021

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

ROLL CALL VOTE:

TAYLOR: **AYE**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

5.2 RESOLUTION #20-21/16: Career Technical Education (CTE) Month – February 2021

Superintendent Lewis presented this item. CTE is very important and Yolo County continues to make a significant commitment to supporting students and teachers in the field.

Trustee Moreno commented that CTE is very important for students, especially minorities in this field.

The Board took action to approve the RESOLUTION #20-21/16: Career Technical Education (CTE) Month – February 2021

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

ROLL CALL VOTE:

TAYLOR: **AYE**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

5.3 School Accountability Report Cards (SARCs)

Dr. Micah Studer, Executive Director, Equity and Support Services reviewed this Item in the Board packet and responded to questions from the Board.

Dr. Studer discussed approving document with changes to be made with additional data. If board adopts it we can modify and resubmit with board approval. We can make corrections prior to the submission date.

Questions from the Board included:

- Facilities section.
 - Data transfer issue which will be corrected.
 - Discussed work order procedures.

- Facilities and what changes will look like.
 - Would like the ratings explained/discussed and include remedy since it is a snapshot in time.
- Revise teacher salary on page 65 in document.
- Board members requested more information on work orders.
 - Process of YCOE work orders.
 - Timeline of when issues are to be addressed.
 - Accountability on YCOE facilities.

The Board requested the updated document emailed to them when completed.

Supt. Lewis stated that additional information will be shared in February on YCOE's system for work orders and how ratings are determined in the report. The Final SARC will also be discussed and shared.

Items to be changed in SARC document include:

- Typographical changes and clarify language in remediation section.
- In February share the SARC with finalized language.
- Facilities presentation on work orders in February.
- Page 47 and 76 will include the repair needed and action on how repairs will be fixed and the ratings and remedy for each action.
- Checklist of problems found will be included and brought back in February meeting.

The Board took action to approve the School Accountability Report Cards (SARCs) with the above changes.

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

ROLL CALL VOTE:

TAYLOR: **AYE**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

5.4 2021 California Latino School Boards Association Board membership

Vice President Melissa Moreno reviewed this item in the Board packet. The association advocates for Chicano and Latino students. She would like the Board to consider membership of trustees who are interested in participating. All members are interested in the organization membership and will include Superintendent Lewis. Board also discussed travel funds.

The Board took action to approve participation in the California Latino School Boards Association membership for 2021-22.

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

ROLL CALL VOTE:

TAYLOR: **AYE**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

Trustee Souza Cole also requested confirmation that all Board members will be added to the mailing list.

6.0 INFORMATION ITEMS

6.1 Initial Proposal to the Yolo County Superintendent of Schools from the Yolo Education Association (YEA)

Superintendent Lewis reviewed this item in the Board packet and responded to questions from the Board.

6.2 School Plan for Student Achievement (2020-2021)

Dr. Micah Studer, Executive Director, Equity and Support Services reviewed this item in the Board packet and responded to questions from the Board. Dr. Studer will bring back this item for adoption next month.

6.3 Alternative Education Monthly Attendance Report

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

Items discussed included:

- Comment from Trustee Zendejas who thanked Principal Gerhart and her team for all of the positive items going on with school right now and appreciates the relationship building.
- Trustee Souza Cole had a question on referrals and if there is a trend.
- Check in and focus on students who are not engaged with school/learning/classes (10 or 11). Items that can affect students engagement:
 - Working with CommuniCare partners.
 - Instability in student lives.
 - Tragedies of deaths over a matter of weeks.
 - Housing and food insecurities.
 - Homelife strengthen so they can learn.
 - Learning is second to survival.

- Most working to survive.
- Vice President Moreno wanted to extend appreciation for the effort taking place at the school. She also asked about gender breakdown and if there was a female version of Trino at the school.
 - Principal Gerhart stated that there are many female staff members that mentor and help students. Including paraeducators, teachers, and counselors. Superintendent Lewis also shared with the Board, Maribel Zaragoza's (former student) final interview with ACSA that mentioned female mentors that impacted her life.

6.4 First Reading of School Site Safety Plans

Dr. Carolynne Beno, Associate Superintendent, Educational Services reviewed the PowerPoint, *Comprehensive School Safety Plans* in the Board packet and responded to questions from the Board.

Items discussed included:

- Comprehensive School Safety Plan Requirements
- Cesar Chavez Community School
 - 2020-21 Comprehensive School Safety Plan Updates
- Greengate School
 - Changes/Updates to 2020-21 Comprehensive School Safety Plan

Question from Trustee Souza Cole included how is training performed at other sites where there is staff.

- Teachers and paraeducators are trained and schools include YCOE in the training. Training is fully integrated with rules, safety, assembly, etc. We use the district plan if we have YCOE staff on facility.
- Principals have monthly check in meetings on COVID-19 processes and safety.
- Adoption of School Site Safety plans will return to the February meeting.

6.5 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

Gail Nadal reviewed this item in the Board packet and responded to questions from the Board.

Items discussed:

- New reopening date of March 1.
- Region 9 federal review - No change.
- Next month or two all classes online.
- Continue distance learning for Kindergarten.

- Observed zoom meetings recently.
- Discussed social and emotional feelings for children.
- Looking forward to new classroom at Woodland United Methodist Church.
 - February 2021 opening.
- Region 9 enrollment - 67 percent capacity.
 - Focus on children going to kindergarten. Ready for school district sites.
- Some team members are located at YCOE.
 - Will soon relocate to Suite 190 where there is more room.

6.6 Head Start Surplus Vehicles

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

6.7 Monthly Board Financial Report

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

6.8 Quarterly Report on Williams Uniform Complaints for YCOE schools

Deb Bruns, Director, Curriculum and Instruction reviewed this item in the Board packet.

6.9 First Reading of Board Policy BP/SP 4133

Crissy Huey, Associate Superintendent, Administrative Services reviewed this item in the Board packet and responded to questions from the Board.

Trustee Souza Cole had a question on the approval of superintendent policies also is the mileage rate reflecting the correct amount per 2021. Ms. Huey stated that we will change the amount to .56 cents per mile to reflect the correct mileage for 2021 and the Board does approve Board Policy/Superintendent policies. This policy will be brought back to the Board for approval at the February meeting.

6.10 Discuss YCBE Retreat Goals for March 2021 workshop

President Matt Taylor reviewed this item in the Board packet. President Taylor discussed the agenda and the Board made the following suggestions:

- Trustee Moreno requested an orientation packet or updated binder. Yvette Seibert, Executive Assistant will update the binders and mail to each Board member for the Board retreat in March.
- Superintendent Lewis stated that it would be helpful to have a one-page document with big picture items at the retreat to help with the visual of a governance calendar to assist with communications this year.
- Trustee Souza Cole requested that the Board conduct a self-assessment annually.
 - Will also discuss the tools and timing of self-assessment.

If any Board members have additional retreat items please send to Superintendent Lewis or Yvette Seibert.

Superintendent Lewis will schedule one on one meetings with the Board this year.

- 6.11 Suggested Future Agenda Item(s)
Trustee Moreno requested a special meeting to consider a resolution upholding democracy in schools. The Board discussed scheduling a special meeting on Friday, January 15 at 4 p.m.

7.0 ADJOURNMENT. The meeting adjourned at 6:47 p.m.

ROLL CALL VOTE:

TAYLOR: **AYE**

JIMENEZ: **AYE**

MORENO: **AYE**

SOUZA COLE: **AYE**

ZENDEJAS: **AYE**

Garth Lewis, Superintendent

/ys

YOLO COUNTY BOARD OF EDUCATION
Special Meeting: January 15, 2021
MINUTES

1.1 OPENING PROCEDURES

- 1.1 Call to Order and Roll Call. The Yolo County Board of Education met on January 15, 2021 at 4:02 p.m. in Special session on a Zoom conference call. Board Members present were: Jerry Jimenez, Melissa Moreno, Carol Souza Cole, Matt Taylor, Tico Zendejas. President Matt Taylor 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: Jimenez **SECOND:** Moreno **AYES:** Jimenez, Moreno, Souza Cole, Taylor, Zendejas **NOES:** None **ABSENT:** None

ROLL CALL VOTE:

TAYLOR – **AYE**
JIMENEZ – **AYE**
MORENO – **AYE**
SOUZA COLE – **AYE**
ZENDEJAS – **AYE**

- 1.4 Public Comment. Public Comment submitted to Google docs/online are attached.

2.0 ACTION ITEM

- 2.1 Resolution #20-21/17 Upholding Democracy and Security for Schools and Society President Matt Taylor presented the draft resolution in the Board packet. Trustees made comments on the resolution:

Trustee Zendejas thanked the community for public comment. He supports the resolution and can understand both sides of the issue. He also appreciates the differences of opinion on this matter.

Vice President Moreno commented that equity and inclusion are not new for YCOE and we have been consistent on equity and inclusion for all students (color or non-color) in Yolo County. There are schools that are passing similar resolutions. We are not alone in standing in equity and inclusion. This resolution points out ideology and is not targeting a specific group. She thanked all the parents for their public comment.

Trustee Jimenez thanked everyone for speaking on the resolution and supports the resolution stating that what happened on January 6th that everyone has a right to protest but what happened was an attack on democracy. It was an attempt to usurp

power and it was an attack of domestic terrorism and should not be tolerated in our society and community.

Trustee Souza Cole appreciates all the comments from the public on this issue. She stated that a lot has happened since they found out that YCOE COVID-19 restrictions were eased and that has a lot of meaning and importance to decisions in the future on reopening schools. Trustee Souza Cole agrees with the general principle and what is trying to be accomplished but the resolution needs to focus more on students and promoting a robust ethnic studies program, civic education and science curriculum. Trustee Souza Cole sent Superintendent Lewis a revised version of the resolution with a focus on governance and what the Board members' job is in terms of promoting important issues in the community as well as endorsing curriculum. Trustee Souza Cole would like to see our Board take a moment and reconsider a resolution in their capacity in serving as community and governance leaders. She is not ready to support the resolution as written tonight and feels that some more work is needed on it.

Superintendent Lewis thanked the public and recognized the importance of public discourse on this issue as it is an important part of our democracy. Healthy discourse helps us consider our common ground. Superintendent Lewis' own reflection on this issue and ideology leans toward that of an inclusive society and appreciates the Board's consideration of the resolution. He also stated that staff can assist and support on this issue in any way needed.

President Taylor stated that healthy discourse is welcome. The Yolo County Office of Education is not directly supervising all students in the county. We work with the Yolo County districts and the Board's goal is setting direction in the county which is also the superintendent's responsibility which the Board takes very seriously. There is a wide range of political views and beliefs on items that we can agree on and he does support resolution. Equity is a major concern of the organization and it is important to continue the work to support schools especially on what it means to be a citizen in our country.

Board members discussed the wording and the importance of the resolution. The Board decided to go line-by-line and revise the document. Trustee Souza Cole rewrote the resolution and that draft (below) was used during the meeting. Changes are included below with the revised resolution:

Resolution #20-21/17
Upholding Democracy and Security for Schools and Society

WHEREAS, on January 6, 2021, our nation witnessed *terrorism*, insurrection and violence in the U.S. Capitol, spreading terror and causing destruction, injury, and death; and

WHEREAS, *it was horrific to witness violence and domestic terrorism* ~~this horror was~~ broadcast live around the globe;

WHEREAS, the Yolo County Office of Education denounces *racism, white supremacy, and* the use of violence and actions that are antithetical to the formation of a more perfect union; and

WHEREAS, public education has the unique responsibility of teaching what it means to be an American *in this multi-cultural country*, the history of these United States, and empowering students with ways to engage in the democratic process; and

WHEREAS, structural inequities fostered by past policies and beliefs rooted in racism, have affected the well-being, and in many cases, the fair access to all that this great nation offers to all students and families including those of color - Black, Native, Latino; *Asian-American*; and

WHEREAS, the Yolo County Office of Education has as its fundamental reason for existence the responsibility to teach the goals of a democratic society to prepare people to be responsible citizens, improve social *and educational* conditions, promote *equity and* cultural unity; and *provide the opportunity for the pursuit of individual happiness; and*

WHEREAS, a robust Civic Education program interwoven and supported by an equally robust *and authentic* Ethnic Studies curriculum, along with a quality curriculum of science, mathematics, and language arts will support these goals of a free democratic society; and

WHEREAS, the Yolo County Board of Education and the Yolo County Superintendent of Schools reaffirm their oaths of elective office to uphold the Constitution of the United States; and

WHEREAS, the modeling of responsible citizenship cannot be understated and includes leading with integrity, collaboration, ethics, respect *and non-violence*;

NOW, THEREFORE BE IT RESOLVED, that the Yolo County Office of Education hereby condemns violent, destructive and treasonous acts against the United States of America.

The Board took action to approve Resolution #20-21/17 Upholding Democracy and Security for Schools and Society with the changes above. A copy of the final resolution will be emailed to the Board.

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

ROLL CALL VOTE:

TAYLOR – **AYE**

JIMENEZ – **AYE**

MORENO – **AYE**

SOUZA COLE – **AYE**

ZENDEJAS – **AYE**

3.0 ADJOURNMENT. The meeting adjourned at 7:02 p.m.

Superintendent Lewis approves of the rewritten resolution.

President Taylor, Superintendent Lewis and Trustee Zendejas will stay behind on the call to discuss questions from a community member.

MOTION TO ADJOURN

ROLL CALL VOTE:

TAYLOR – **AYE**

JIMENEZ – **AYE**

MORENO – **AYE**

SOUZA COLE – **AYE**

ZENDEJAS – **AYE**

Garth Lewis, Superintendent

/ys

YOLO COUNTY OFFICE OF EDUCATION
 TEMPORARY COUNTY CERTIFICATES
 FOR DISTRICTS

January 2021

Davis Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Derek Brothers	Administrative Services Credential
Derek Brothers	Multiple Subjects Credential

Esparto Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Washington Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Shallyn English	Single Subject Credential
Morgan Wenter	Single Subject Credential

Winters Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Madeline Ahrens	Single Subject Credential

Woodland Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Kelly Rayl-Johnson	Career Substitute Permit
Whitney Leonardo	30-Day Substitute Permit
Sydney Smith	Short Term Staff Permit

Yolo County Office of Education

Applicant Name	Type of Credential/Permit/Certificate
Elizabeth Nesta	CD Teacher Permit
Lois DeRosier	CD Teacher Permit

Total TCC's for the Month of January 2021: 10

4. ACTION ITEMS

4. 1. RESOLUTION #20-21/18 Arts Education Month (March 2021) 

Description

Approve the Resolution #20-21/18 Arts Education Month (March 2021).

Recommendation

Staff recommends approval of Resolution #20-21/Arts Education Month (March 2021).

Supporting Documents



Arts Education

Contact Person

Superintendent Garth Lewis will present this item.



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

Resolution #20-21/18: Arts Education Month – March 2021

WHEREAS, Arts Education, including dance, music, theatre, and the visual arts, is an essential part of basic education for all students, kindergarten through grade twelve, providing for balanced learning and developing the full potential of their minds; and

WHEREAS, through well-planned instruction and activities in the arts, children develop initiative, creative ability, self-expression, self-reflection, thinking skills, discipline, a heightened appreciation of beauty and cross-cultural understanding; and

WHEREAS, the arts improve not only a students’ cognitive skills, but also gives them new means to discover, explore and appreciate the beauty of the world around them; and

WHEREAS, many national and state professional education associations hold celebrations in the month of March focused on students’ participation in the arts; and

WHEREAS, these celebrations give California schools a unique opportunity to focus on the value of the arts for all students, foster cross-cultural understanding, give recognition to the state’s outstanding young artists, focus on careers in the arts available to California students, and enhance public support for this important part of our curriculum; and

WHEREAS, the *Arts Education Policy* adopted in July 1989 by the California State Board of Education states that each student should receive a high quality, comprehensive arts education program based on the adopted *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*; and

THEREFORE, BE IT RESOLVED, that the Yolo County Board of Education proclaims the month of March 2021 as “Arts Education Month” and encourages all students to celebrate the arts with meaningful activities and programs that demonstrate learning and understanding in the visual and performing arts.

PASSED AND ADOPTED by the Yolo County Board of Education at a meeting held on February 9, 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Matt Taylor, President
Yolo County Board of Education

Garth Lewis
Yolo County Superintendent of Schools

4. 2. RESOLUTION #20-21/19 Cesar Chavez Day (March 31, 2021) 

Description

Approve Resolution #20-21/19 Cesar Chavez Day (March 31, 2021)

Recommendation

Staff recommends approval of Resolution #20-21/19 Cesar Chavez Day (March 31, 2021)

Supporting Documents



Cesar Estrada Chavez Day

Contact Person

Superintendent Garth Lewis will present this item.



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

Resolution #20-21/19 Cesar Estrada Chavez Day – March 31, 2021

WHEREAS, Cesar Estrada Chavez was born March 31, 1927 in Yuma, Arizona; and

WHEREAS, when severe drought forced the loss of the Chavez ranch, the family moved to California to pick crops when Cesar was ten years old; and

WHEREAS, although Cesar Estrada Chavez grew to manhood laboring in farms and fields without the opportunity to continue his formal education past eighth grade, the invaluable lessons he learned through the adversities he faced instilled in him a desire to change the harsh conditions that his family and fellow migrant workers endured; and

WHEREAS, at age twenty-five, Cesar Estrada Chavez joined the Community Service Organization (CSO), a Latino civil rights group that he would later head as its national director, and feeling that more concerted efforts were needed on behalf of farmworkers, he left CSO and founded the National Farm Workers Association in 1962, which would eventually become the United Farm Workers of America (UFW) AFL-CIO; and

WHEREAS, Cesar Estrada Chavez led his organization through non-violence and with humility, hope and determination in the face of daily injustice and hardship; and

WHEREAS, Cesar Estrada Chavez was concerned not only about farmworkers, but also gave national voice to environmental protection and consumers in the use of pesticides on food products; and

WHEREAS, Cesar Estrada Chavez remains a significant role model in our country that the positive force of one person can make an immeasurable difference in the lives of others; and

WHEREAS, on August 18, 2000, the State of California did recognize the birthday of Cesar E. Chavez as a holiday for state workers and established the “Cesar Chavez Day of Service and Learning” to be celebrated throughout California communities.

NOW THEREFORE, BE IT RESOLVED, that the Yolo County Board of Education recognizes March 31, 2021 as the birthday of farm labor leader Cesar Estrada Chavez, and encourages all District staff and students to remember the importance of agricultural workers in our local economy.

PASSED AND ADOPTED by the Yolo County Board of Education at a meeting held on February 9, 2021 by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:

Matt Taylor, President
Yolo County Board of Education
Schools

Garth Lewis
Yolo County Superintendent of

4. 3. RESOLUTION #20-21/20 Women's History Month (March 2021) 

Description

Approve Resolution #20-21/20 Women's History Month (March 2021).

Recommendation

Staff recommends approval of Resolution #20-21/20 Women's History Month (March 2021).

Supporting Documents



Women's History Month

Contact Person

Superintendent Garth Lewis will present this item.



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

**Resolution #20-21/21 Women’s History Month – March 2021
“Valiant Women of the Vote: Refusing to be Silenced”**

WHEREAS, American women of every race, class, religious and ethnic background have made significant contributions to the growth and strength of this country; and

WHEREAS, American women have and will continue to play a critical role in the economic, cultural, and social fabric of our society by representing a considerable portion of both the paid and volunteer labor force inside and outside of the home; and

WHEREAS, the Congress of the United States proclaimed March as National Women’s History Month in 1987; and

WHEREAS, the theme for 2021 National Women’s History Month captures the spirit of these challenging times. Since most 2020 women’s suffrage centennial celebrations were curtailed, the National Women’s History Alliance is extending the annual theme for 2021 to “Valiant Women of the Vote: Refusing to Be Silenced.”; and

WHEREAS, accounts of the lives of individual women are critically important because they reveal exceptionally strong role models who share a more expansive vision of what a woman can do. The stories of women’s lives, and the choices they made, encourage girls and young women to think larger and bolder, and give boys and men a fuller understanding of the female experience. Knowing women’s achievements challenges stereotypes and upends social assumptions about who women are and what women can accomplish today; and

WHEREAS, the first Yolo County Women’s History Month event was held in 1987 and has honored and celebrated the contributions of American women in general and Yolo County women in particular for 34 years. The Yolo County Women’s History Month luncheons have raised funds for the Woodland Public and Yolo County Libraries to purchase women’s history materials; and

NOW, THEREFORE, BE IT RESOLVED that the Yolo County Board of Education designates the month of March 2021 as Women's History Month. The Board of Trustees calls upon each of the schools in the District to observe this month with appropriate educational programs and activities.

PASSED AND ADOPTED by the Yolo County Board of Education at a meeting held on February 9, 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Matt Taylor, President
Yolo County Board of Education

Garth Lewis,
Yolo County Superintendent of Schools

4. 4. School Plan for Student Achievement

Description

Presented for your approval 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

It is staff's recommendation that the board adopt the 2020-2021 School Plan for Student Achievement as presented.

Supporting Documents

 SPSA.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
Total Enrollment				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
Total Enrollment	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 (LTEs) 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
71	71.8	18.3	11.3
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
<p>English Language Arts</p>  <p>No Performance Color</p>	<p>Graduation Rate</p>  <p>No Performance Color</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>No Performance Color</p>	<p>Chronic Absenteeism</p>  <p>No Performance Color</p>	
<p>College/Career</p>  <p>No Performance Color</p>		

Conclusions based on this data:

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

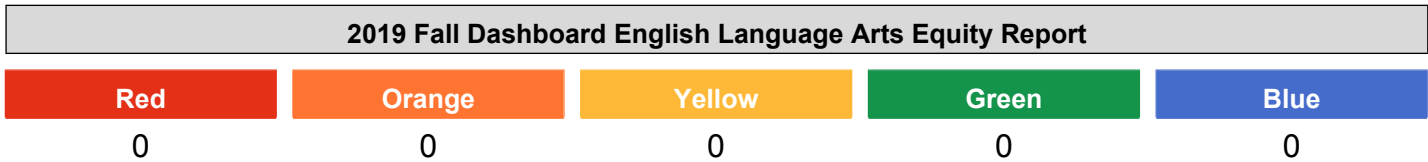
School and Student Performance Data

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>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Foster Youth</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p>Homeless</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p>Students with Disabilities</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

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 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 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

Current English Learner	Reclassified English Learners	English Only
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:

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

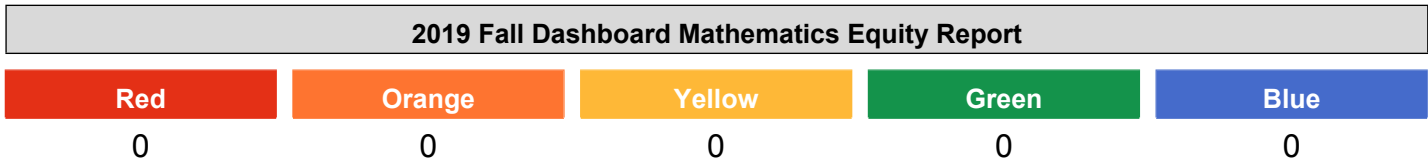
School and Student Performance Data

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		
All Students	English Learners	Foster Youth
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 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

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:

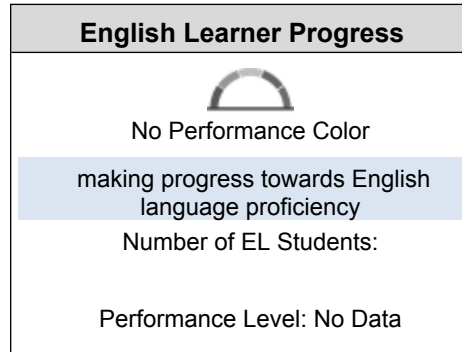
1. The number of students tested and results are too low to be reported by each performance level.

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

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
---------------------------------	---------------------------------------------------	--------------------------------	-------------------------------------------

Conclusions based on this data:

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

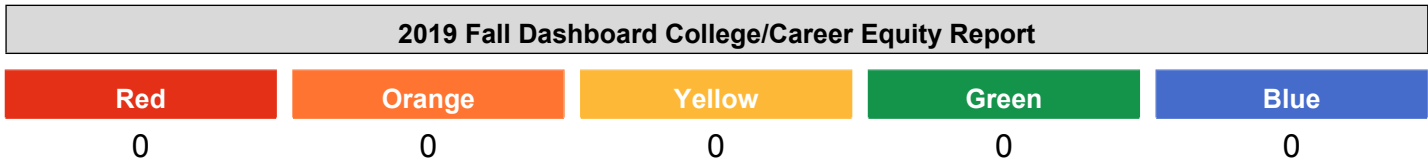
School and Student Performance Data

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

African American	American Indian	Asian	Filipino
 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
Hispanic	Two or More Races	Pacific Islander	White
 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

Class of 2017	Class of 2018	Class of 2019
0 Prepared	0 Prepared	0 Prepared
3 Approaching Prepared	3 Approaching Prepared	9.1 Approaching Prepared
97 Not Prepared	97 Not Prepared	90.9 Not Prepared

Conclusions based on this data:

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

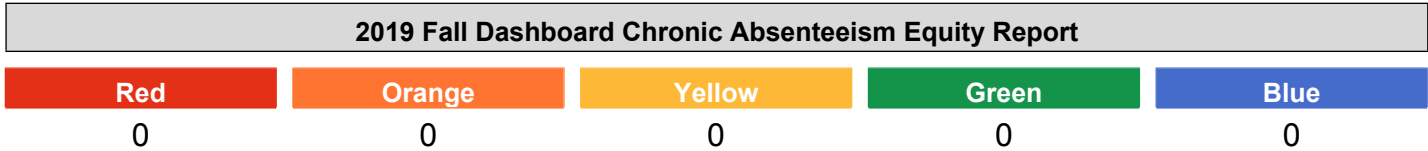
School and Student Performance Data

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 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
Hispanic	Two or More Races	Pacific Islander	White
 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.

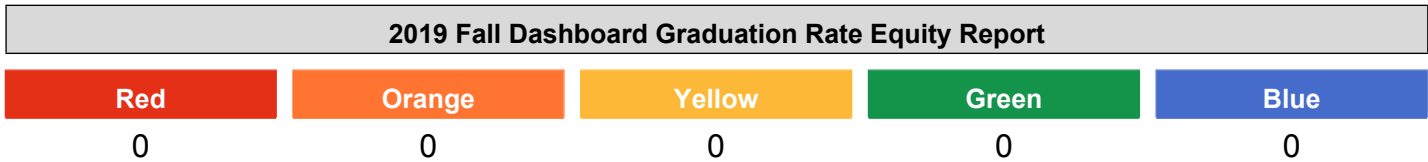
School and Student Performance Data

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:



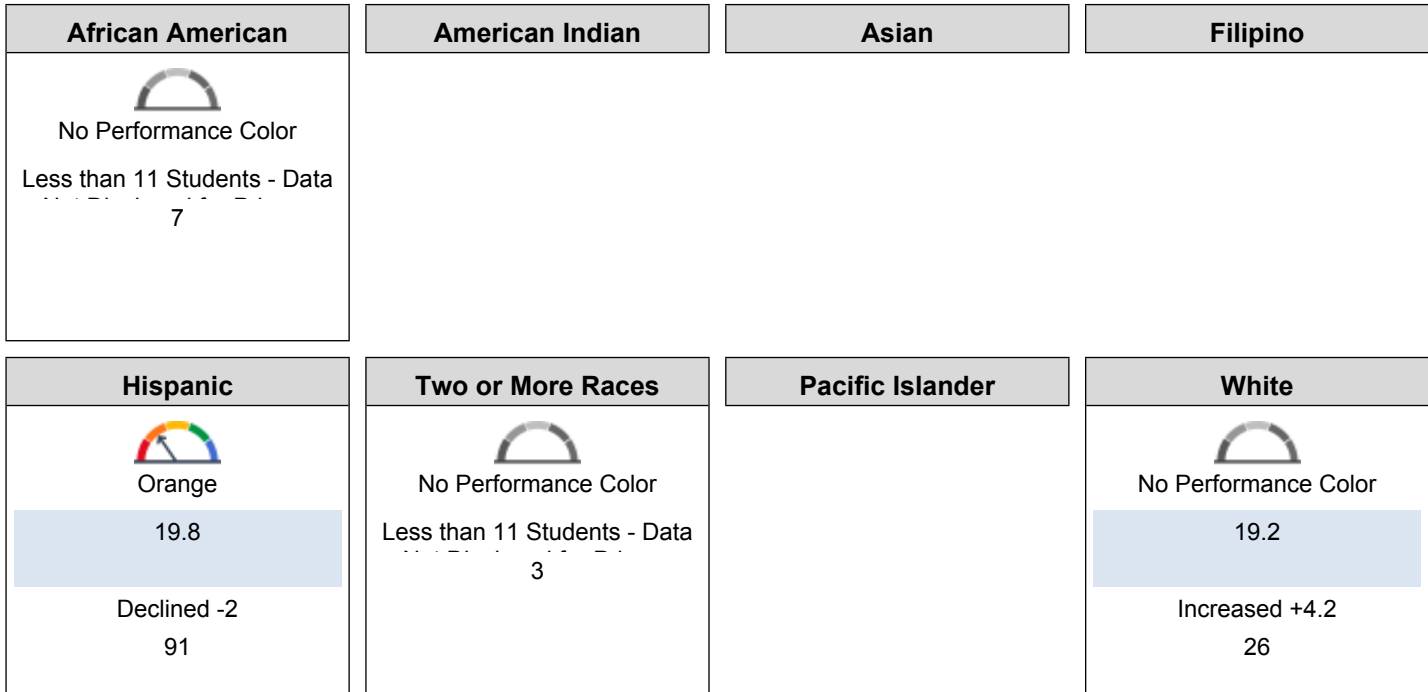
This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	0	0

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)	Source(s)
53400	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)	Source(s)
0	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.

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.

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.

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

4. 5. Second Reading of School Site Safety Plans

Recommendation

This item was presented for information at January's board meeting and is being brought back for recommended action.

Supporting Documents

 2020.21 Comprehensive School Safety Plan Yolo County Special Education for Action.pdf

 2020. 21 Comprehensive School Safety Plan Cesar Chavez Community School for Action.pdf

Contact Person

Carolynne Beno, Associate Superintendent of Educational Services

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) 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 Reporting of Missing Children
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 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

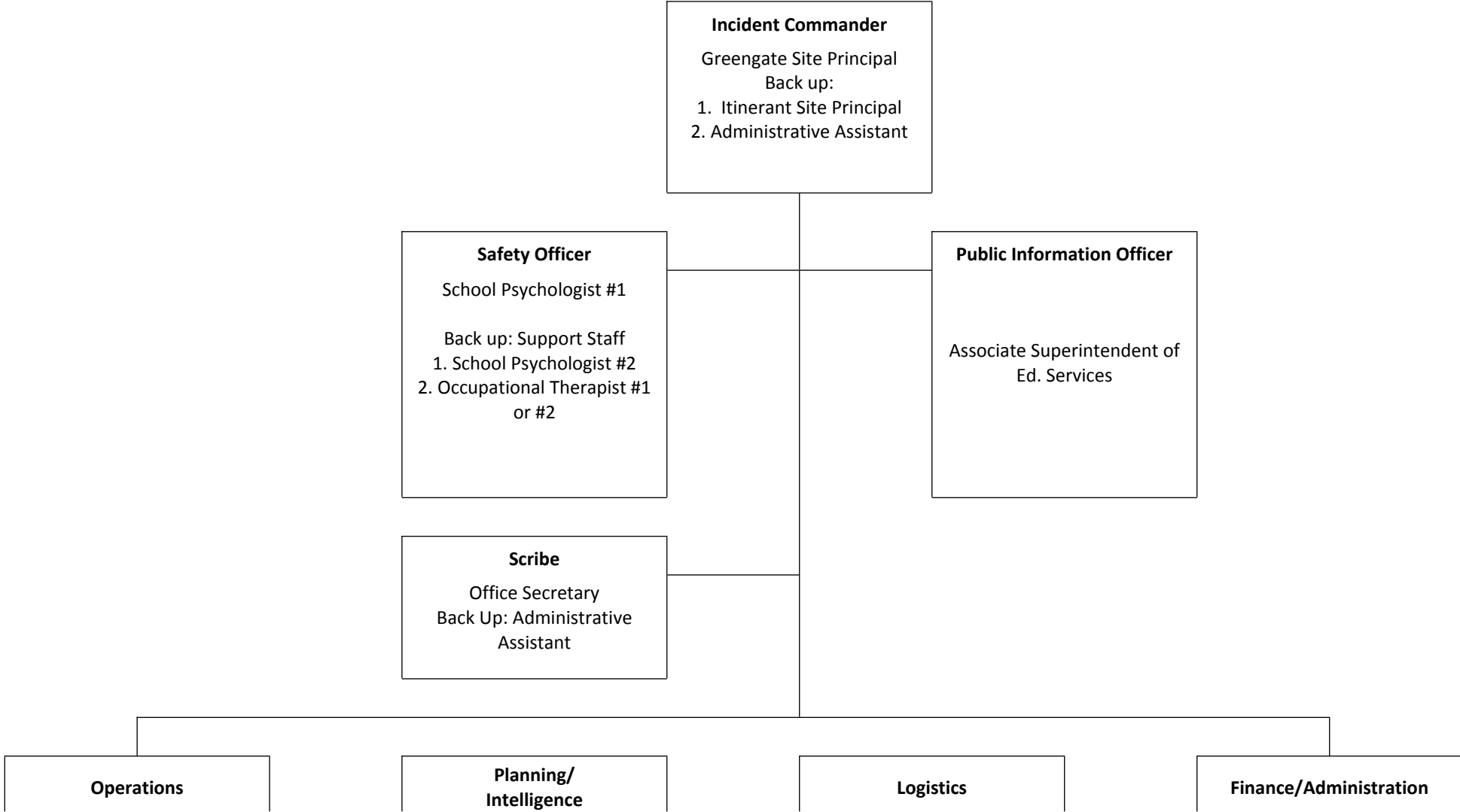
Utilities, Responders and Communication Resources

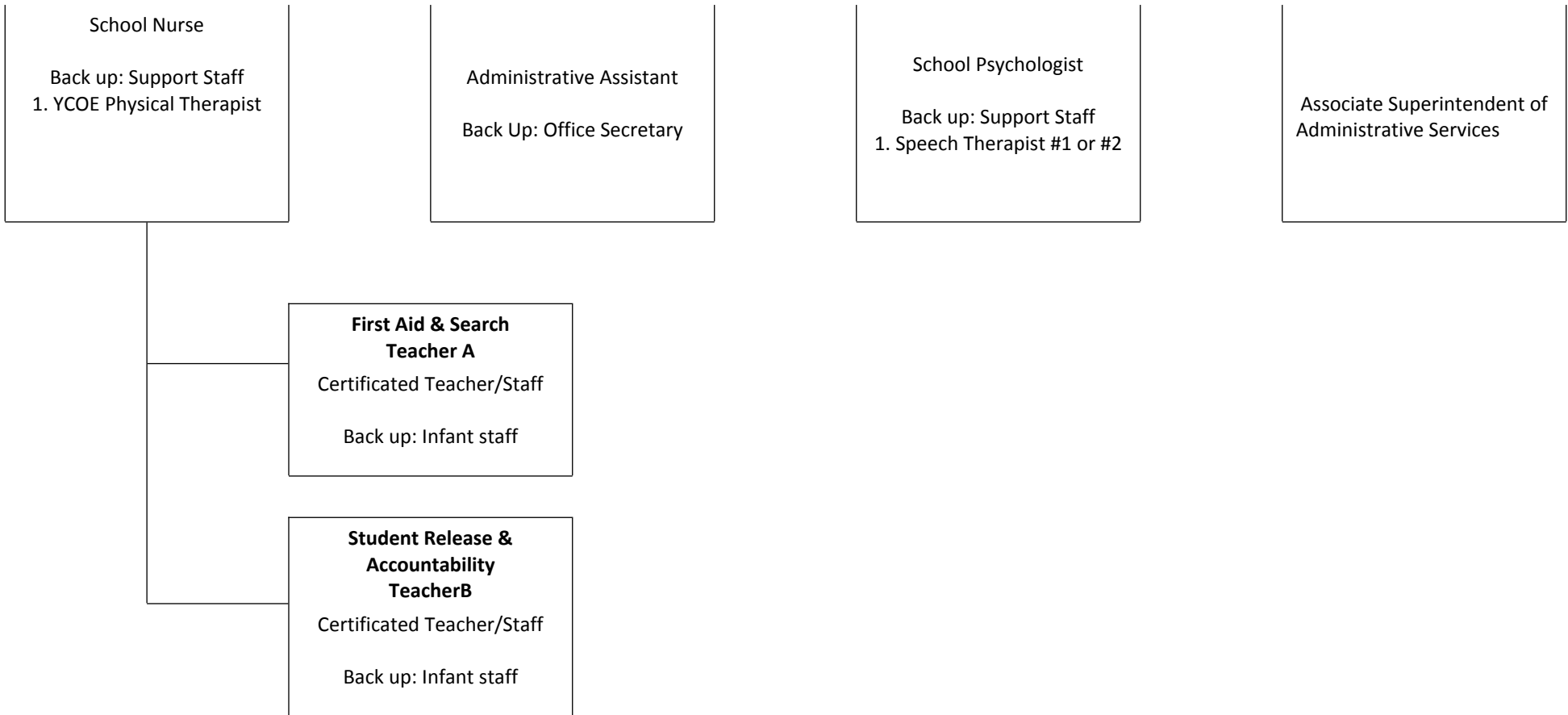
Type	Vendor	Number	Comments
Emergency Services	Police, Fire, Ambulance	911	(530) 666-6612 non emergency
Emergency Services	Poison Control	(800) 342-9293	
Public Utilities	PG&E	1-800-743-5000	1-800-743-5002 report outages
School District	YCOE Director of SOS	(530) 668-3708	
School District	YCOE Director 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

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (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

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) 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

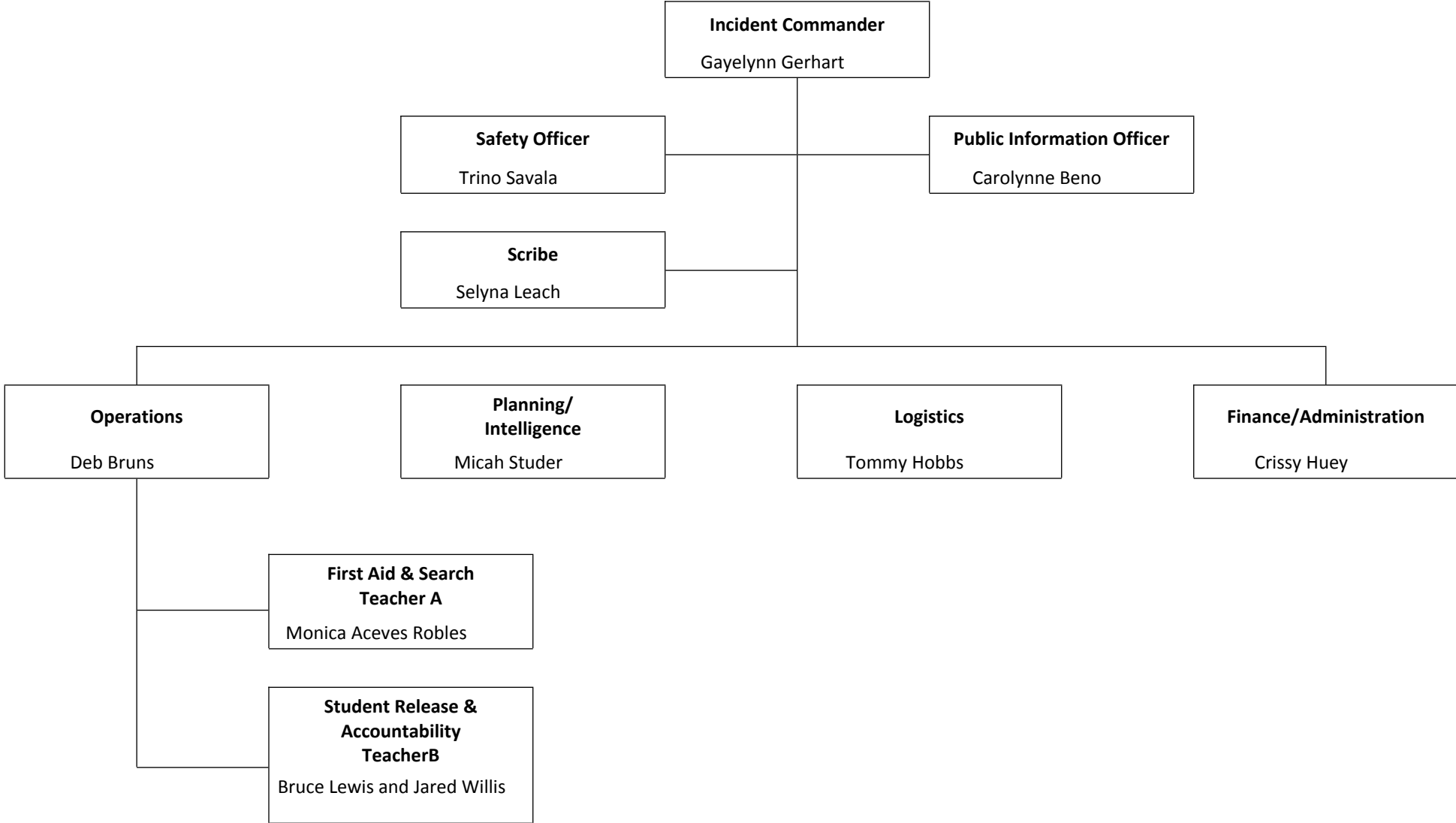
Utilities, Responders and Communication Resources

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

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (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

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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

4. 6. Request for Allowance of Attendance Because of Emergency Conditions (CDE Form J-13A) 

Description

Due to widespread power outages, schools were closed for all Yolo County Office of Education programs January 27, 2021. Supporting documents are attached.

CDE is requesting board approval and signatures of board members on the Affidavit of Governing Board Members page of Form J-13A.

Once Form J-13A Request for Allowance of Attendance Because of Emergency Conditions is approved by CDE, YCOE is authorized to disregard the closure day in the computation of average daily attendance per Education Code Section 41422 and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to Education Code Section 46200, et. seq.

Recommendation

The Board is being asked to take action.

Supporting Documents



J-13 January 27, 2021 Board Attachment.pdf

Contact Person

Debra Hinely, Director, Internal Business Services, will present this item.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fg/aa/pa/13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME: Yolo County Office of Education	COUNTY CODE: 57	DISTRICT CODE: 10579	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME: Garth Lewis	FISCAL YEAR: 2020-2021		
ADDRESS: 1280 Santa Anita Court, Suite 100	COUNTY NAME: Yolo		
CITY: Woodland	STATE: CA	ZIP CODE: 95776	
CONTACT NAME: Debra Hinely	PHONE: 530-668-3728	E-MAIL: debra.hinely@ycoe.org	

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

<input type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input checked="" type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
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PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

<p><input checked="" type="checkbox"/> SCHOOL CLOSURE: When one or more schools were closed because of conditions described in EC Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per EC Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to EC Section 46200, et seq.</p> <p><input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.</p>	<p><input type="checkbox"/> MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to EC Section 46392 and CCR, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to EC Section 46392 and CCR, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of EC Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.</p> <p><input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.</p>	<p><input type="checkbox"/> LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in EC Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to EC Section 46391: <i>"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."</i></p>
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CALIFORNIA DEPARTMENT OF EDUCATION
 REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION C: MATERIAL DECREASE

- Not Applicable (Proceed to Section D)
 Supplemental Page(s) Attached

PART I: NATURE OF EMERGENCY (Describe in detail.)

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PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/paf13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A School Name	B School Code	C "Normal" Attendance (October/May)	D Dates Used for Determining "Normal" Attendance	E Date of Emergency	F Actual Attendance	G* Qualifier: 90% or Less (F/C)	H Net Increase of Apportionment Days (C-F)	
			-			0.00%	0.00	
			-			0.00%	0.00	
			-			0.00%	0.00	
			-			0.00%	0.00	
			-			0.00%	0.00	
			-			0.00%	0.00	
			-			0.00%	0.00	
			-			0.00%	0.00	
			-			0.00%	0.00	
			-			0.00%	0.00	
Total							0	0.00

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/paf13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A School Name	B School Code	C "Normal" Attendance Hours	D Date Used for Determining "Normal" Attendance	E Date of Emergency	F Actual Attendance Hours	G* Qualifier: 90% or Less (F/C)	H Net Increase of Hours (C-F)	
						0.00%	0.00	
						0.00%	0.00	
						0.00%	0.00	
						0.00%	0.00	
Total							0.00	0.00

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

Not Applicable (Proceed to Section E)

[Empty box for Part II: Circumstances]

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

[Empty box for Part III: Proposal]

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request. We, members constituting a majority of the governing board of Yolo County Office of Education, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

Matt Taylor
Melissa Moreno
Carol Souza Cole
Tico Zendejas
Jerry Jimenez

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this 9th day of February, 2021

Witness: Yvette Siebert (Name) _____ Title: Executive Assistant of Yolo County, California
(Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): Garth Lewis (Name) _____ Authorizing LEA Name: Yolo County Office of Education
(Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): Garth Lewis (Name) _____
(Signature)

Subscribed and sworn (or affirmed) before me, this 9th day of February, 2021

Witness: Yvette Siebert (Name) _____ Title: Executive Assistant of Yolo County, California
(Signature)

COE contact/individual responsible for completing this section:

Name: Debra Hinely Title: Director, Internal Bus. Serv. Phone: 530-668-3728 E-mail: debra.hinely@ycoe.org

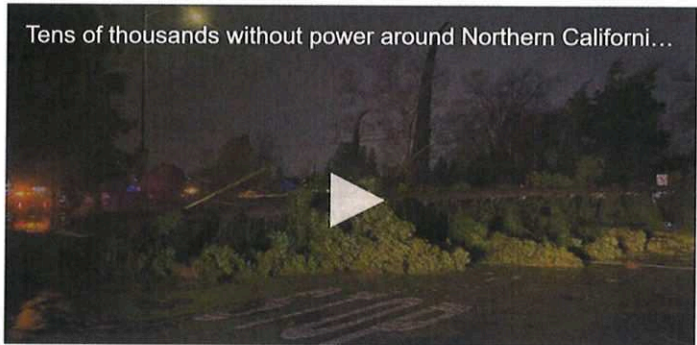
Widespread power outages in Woodland, Davis, and West Sacramento, where a majority of YCOE locations are. Time stamp on PC is on the bottom right hand corner.

The screenshot displays the PG&E website interface. At the top left, there is a navigation menu with links for HOME, PPS EVENTS, SAFETY, PG&E PARTNERS, and OUTAGES. Below the menu is a search bar with the text "Find Meter ID" and a magnifying glass icon. To the right of the search bar are two buttons: "Current Outages" and "Future PPS Outages". The main content area is a map of the Sacramento region, showing various colored areas representing different outage zones. A legend on the right side of the map, titled "Customers affected", lists the following categories: 1-49 (represented by a green circle), 50-499 (represented by a yellow diamond), 500-4999 (represented by an orange square), and 5000+ (represented by a red triangle). Below the legend, it says "PSPS Outages" and "Community Resource Center". The map includes labels for "Sacramento Int'l Airport", "W Elkhorn Blvd", "Sacramento River", "American River", "West Sacramento", "Davis", "Woodland", "County Road 31", and "PMB 135". At the bottom of the page, there is a footer with the text "ESRI HERE 2020" and "Powered by Esri". The system tray at the bottom right shows the time as 8:46 AM and the date as 1/27/2021.



Tens of thousands without power around Northern California as winter storm bears down

A high wind warning is in effect for the valley and lower foothills through 12 p.m. Wednesday.



Author: Matthew Nuttle
Published: 7:23 PM PST January 26, 2021
Updated: 11:41 PM PST January 26, 2021



SACRAMENTO, Calif. — Tens of thousands of residents across Northern California are reporting power outages as a major winter storm bears down.

More than 76,000 SMUD customers around the Sacramento metro area are without power. The largest outages in the areas near Arden and Carmichael.

Outages around Sacramento have grown consistently since 6 p.m.

[Tap here to view the SMUD outage map.](#)

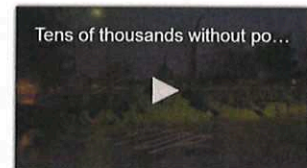
From PG&E, customers thousands of customers across the area are reporting outages. The largest areas impacted, showing up in orange (between 500 and 4,999 customers) are in Woodland, Stockton, Yuba City, Live Oak, Grizzly Flats, Olive Hurst, and West Sacramento.

Several smaller outages are dotted all over the map.

[Tap here to view the PG&E outage map.](#)

A high wind warning is in effect for the valley and lower foothills through 12 p.m. Wednesday. The Sacramento Valley could get around two inches of rain and the foothills could see 3-5 inches of rain by the end of the week.

Blizzard and winter storm warnings are in effect for the Sierra with 1-8 feet of snow possible by Friday.



Debra Hinely

From: Beno, Carolynne
Sent: Wednesday, January 27, 2021 8:41 AM
To: Gerhart, Gayelynn; Micah Studer; Bruns, Deborah; Burrone, Jessica; Bohatch, Jessica; Castiglia, Jonelle; MezaLara, Silvia; Hernandez, Sandra; Nadal, Gail; Telahun, Genet; Melgoza, Gustavo; Dowkes, Ameer
Cc: Margie Valenzuela; Lewis, Garth; Anthony Volkar; Engelken, Elizabeth; Matthew Juchniewicz; Fahle, Carl; Debra Hinely; Moreno, Veronica; Ernst-Collins, Mariah
Subject: School Closure and Scripts
Importance: High

Good morning,

Due to widespread power outages we have made the decision to cancel school today (Wednesday, 1/27). Please note that this remains a work day for staff. Staff working at school sites are being encouraged to work from home. Staff working from Santa Anita should report to work as usual since our power is on at that site. Below is a script for your staff and families:

Staff Script:

Good morning. Due to widespread power outages, we have decided to cancel school today (Wednesday, 1/27). Today remains a work day for staff where you can plan, prep, grade, etc. Staff who work at a school site are encouraged to work from home since many of our school sites do not have power at this time. If your school site does have power, you may choose to come to your work site. Please contact your supervisor if you want to work from your school work site so they can ensure your space is cleaned today. Since we have power at Santa Anita, staff working at Santa Anita will report to work as usual today. Please take good care today.

Family Script:

Good morning. Due to widespread power outages, school will be closed for all Yolo County Office of Education programs today (Wednesday, 1/27). If you have any questions, please contact your student's principal or site coordinator. Please take good care today.

Carolynne Beno, Ed.D.
Pronouns: she/her/hers ([what's this?](#))
Associate Superintendent of Educational Services
Yolo County Office of Education
530-668-6700
Carolynne.beno@ycoe.org

5. A PUBLIC HEARING WILL BE CONDUCTED TO RECEIVE COMMENT FROM PARENTS, TEACHERS, MEMBERS OF THE COMMUNITY, AND BARGAINING UNIT LEADERS REGARDING THE INITIAL PROPOSAL TO THE YOLO COUNTY SUPERINTENDENT OF SCHOOLS FROM THE YOLO EDUCATION ASSOCIATION (YEA)

6. 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 FROM THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES UNION, AFSCME, COUNCIL 57, LOCAL 146, AFL-CIO CERTIFICATED CHAPTER and INITIAL PROPOSAL OF SUPERINTENDENT FOR NEGOTIATIONS WITH THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES UNION, AFSCME, COUNCIL 57, LOCAL 146, AFL-CIO CERTIFICATED CHAPTER FOR 2020-2021

7. 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 FROM THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES UNION, AFSCME, COUNCIL 57, LOCAL 146, AFL-CIO CLASSIFIED CHAPTER and INITIAL PROPOSAL OF SUPERINTENDENT FOR NEGOTIATIONS WITH THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES UNION, AFSCME, COUNCIL 57, LOCAL 146, AFL-CIO CLASSIFIED CHAPTER FOR 2020-2021

8. INFORMATION ITEMS

8. 1. Response to Initial Proposal from the Yolo Education Association (YEA) and Initial Proposal of Superintendent


Description

Collective bargaining law requires that initial proposals for negotiations be provided for public input (Government Code section 3547). Attached is the Yolo County Superintendent of Schools' response and initial proposal to the Yolo Education Association (YEA).

Recommendation

For information. It is recommended that the Superintendent's response and initial proposal to the Yolo Education Association (YEA) be posted and set for public hearing at the March 9, 2021 Regular Meeting.

Supporting Documents

 Superintendents Response & Initial Proposal YEA 2020-21

Contact Person

Superintendent Garth Lewis will present this item.

YOLO COUNTY OFFICE OF EDUCATION

Response to Initial Proposal From Yolo Education Association and Initial Proposal of Superintendent

January 29, 2021

The Yolo County Office of Education (“Superintendent”) responds to the Initial Proposal of the Yolo Education Association (“YEA”) and makes the following Initial Proposal for the 2020-2021 negotiations for Certificated Employees.


Superintendent’s Response to YEA’s Initial Proposal

The Superintendent agrees to meet and discuss with YEA all articles set forth in YEA’s Initial Proposal.

Superintendent’s Initial Proposal

The Superintendent proposes to discuss, review and modify the following sections within the bargaining agreement:

1. Salary and Benefits
2. New Employee Orientation – AB 119

8. 2. Response to Initial Proposal From The American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Certificated Chapter and Initial Proposal of Superintendent For Negotiations With The American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Certificated Chapter For 2020-2021 

Description

Collective Bargaining law requires that initial proposals for negotiations be provided for public input (Government Code section 3547). Attached is the Response to Initial Proposal From The American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Certificated Chapter and Initial Proposal of Superintendent For Negotiations With The American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Certificated Chapter For 2020-2021

Recommendation

For information. It is recommended that the Superintendent's response and initial proposal to the American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Certificated Chapter be posted and set for public hearing at the March 9, 2021 Regular Meeting.

Supporting Documents



Supts Response & Initial Proposal of YCOE for AFSCME Unit Certificated 2020-21

Contact Person

Superintendent Garth Lewis will present this item.

YOLO COUNTY OFFICE OF EDUCATION

**Response to Initial Proposal
From The American Federation of State, County and Municipal Employees Union,
AFSCME, Council 57, Local 146, AFL-CIO
Certificated Chapter
and
Initial Proposal of Superintendent
For Negotiations
With The American Federation of State, County and Municipal Employees Union,
AFSCME, Council 57, Local 146, AFL-CIO
Certificated Chapter
For 2020-2021**

January 29, 2021

The Yolo County Office of Education (“Superintendent”) responds to the Initial Proposal of The American Federation of State, County and Municipal Employees Union, AFSCME Council 57, Local 146, AFL-CIO (“AFSCME”) and makes the following Initial Proposal for 2020-2021 negotiations for the Certificated Unit.


Superintendent’s Response to AFSCME’s Initial Proposal

The Superintendent agrees to meet and discuss with AFSCME all items set forth in AFSCME’s Initial Proposal.

Superintendent’s Initial Proposal

The Superintendent proposes to meet and negotiate with AFSCME on the following matters for the 2020-2021 fiscal year.

1. Article 9 Salary and Article 11 Benefits
2. AB119 New Employee Orientation

8. 3. Response to Initial Proposal From The American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Classified Chapter and Initial Proposal of Superintendent For Negotiations With The American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Classified Chapter For 2020-2021 

Description

Collective Bargaining law requires that initial proposals for negotiations be provided for public input (Government Code section 3547). Attached is the Response to Initial Proposal From The American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Classified Chapter and Initial Proposal of Superintendent For Negotiations With The American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Classified Chapter For 2020-2021

Recommendation

For information. It is recommended that the Superintendent's response and initial proposal to the American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Classified Chapter be posted and set for public hearing at the March 9, 2021 Regular Meeting.

Supporting Documents



Supts Response & Initial Proposal of YCOE for AFSCME Unit Classified 2020-21

Contact Person

Superintendent Garth Lewis will present this item.

YOLO COUNTY OFFICE OF EDUCATION

Response to Initial Proposal
From The American Federation of State, County and Municipal Employees Union,
AFSCME, Council 57, Local 146, AFL-CIO
Classified Chapter
and
Initial Proposal of Superintendent
For Negotiations
With The American Federation of State, County and Municipal Employees Union,
AFSCME, Council 57, Local 146, AFL-CIO
Classified Chapter
For 2020-2021

January 29, 2021

The Yolo County Office of Education (“Superintendent”) responds to the Initial Proposal of The American Federation of State, County and Municipal Employees Union, AFSCME Council 57, Local 146, AFL-CIO (“AFSCME”) and makes the following Initial Proposal for 2020-21 negotiations for the Classified Unit.

Superintendent’s Response to AFSCME’s Initial Proposal

The Superintendent agrees to meet and discuss with AFSCME all items set forth in AFSCME’s Initial Proposal.

Superintendent’s Initial Proposal

The Superintendent proposes to meet and negotiate with AFSCME on the following matters for the 2020-2021 fiscal year.

1. Article 9 Salary and Article 11 Benefits
2. AB119 New Employee Orientation

8. 4. Dan Jacobs School Calendar 2021-2022

Description

Presented for your consideration is the draft calendar for Dan Jacobs School for 2021-2022.

Recommendation

Information only. It is the staffs' intention on bringing this item back for final approval in March.

Supporting Documents



2021-22 Calendar D

Contact Person

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

Dan Jacobs (Juvenile Hall)

July (21 days extended year)

			1	2
5 ☺	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August (17 days)(5 days extended year)

2	3	4	5	6
9 ♠	10 ♠	11 ♠	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September (21 days)

		1	2	3
6 ☺	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October (21 days)

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November (19 days)

1	2	3	4	5
8	9	10	11 ☺	12
15	16	17	18	19
22	23	24	25 ☺	26 ♪
29	30			

December (13 days)

		1	2	3
6	7	8	9	10
13	14	15	16	17
20 ☀	21 ☀	22 ☀	23 ♪	24 ☺
27 ☀	28 ☀	29 ☀	30 ☀	31 ☀

January (19 days)

3 ☺	4	5	6	7
10	11	12	13	14
17 ☺	18	19	20	21
24	25	26	27	28
31				

February (17 days)

	1	2	3	4
7 ☺	8	9	10	11
14 ☺	15	16	17	18
21	22	23	24	25

March (23 days)

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April (21 days)

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May (11 days)(10 extended year)

2	3	4	5	6
9	10	11	12	13
16 ♠	17	18	19	20
23	24	25	26	27
30 ☺	31			

June (22 extended year)

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

◆	Staff Work Day--No Students
♠	School Begins/Ends
☺	Legal Holiday
♪	Local Holiday
☀	School Recess/Instructional Staff--Non Work

*End of Month-Register 7th Mo -	
1st Mo -	8th Mo -
2nd Mo -	9th Mo -
3rd Mo -	10th Mo -
4th Mo -	11th Mo -
5th Mo -	12th Mo -
6th Mo -	13th Mo -

Staff Orientation: 8/9/2021
Instructional Days: Regular Year = 180 Extended Year = 58
Month() = Teacher Work Days--182
Calendar D Approved :

8. 5. Alternative Education Monthly Attendance Report

Description

Staff will present the monthly attendance report for YCOE's Alternative Education programs.

Recommendation

Information only. No recommendation at this time.

Supporting Documents



Data for Board February 2021.pdf

Contact Person

Gayelynn Gerhart, Principal of Alternative Education Programs, will present this item.

ATTENDANCE REPORTS

Dan Jacobs

Cesar Chavez Community School - Woodland
Yolo County Career Program (YCCP)

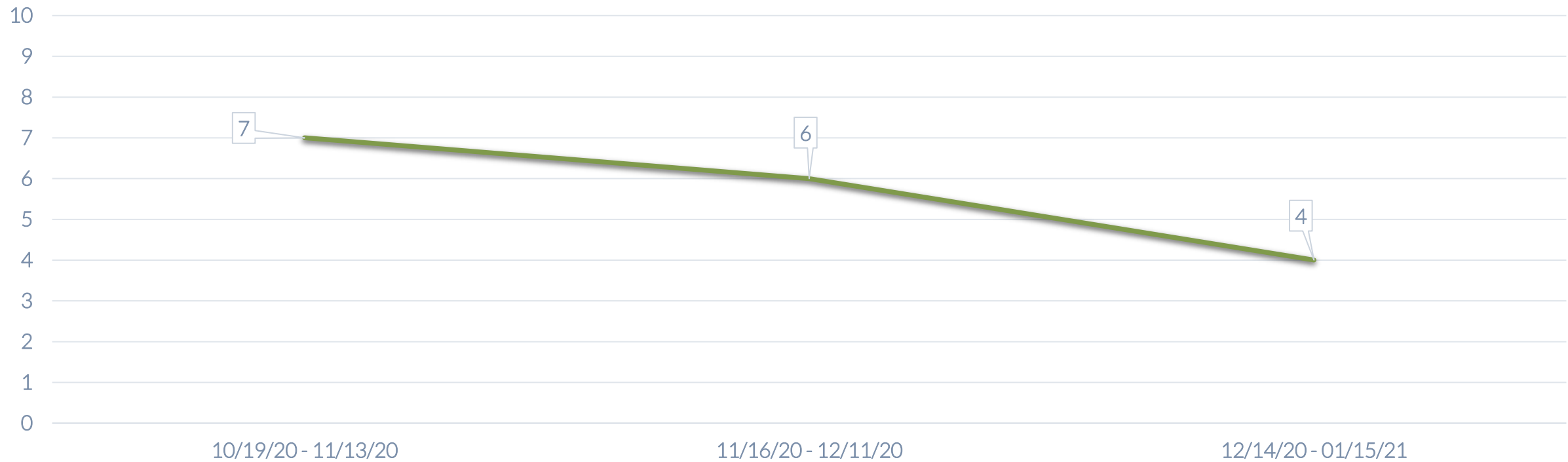


Dan Jacobs School

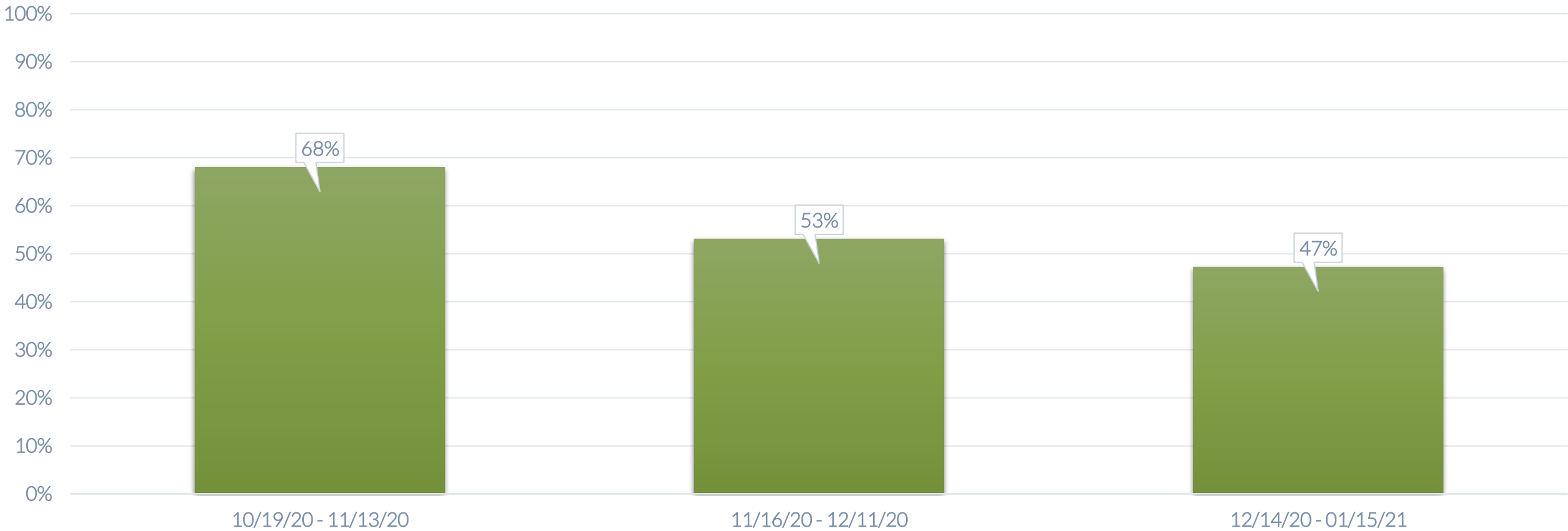
Months 5-7 (2020-2021)

Attendance Period: 10/19/2020 - 01/15/2021

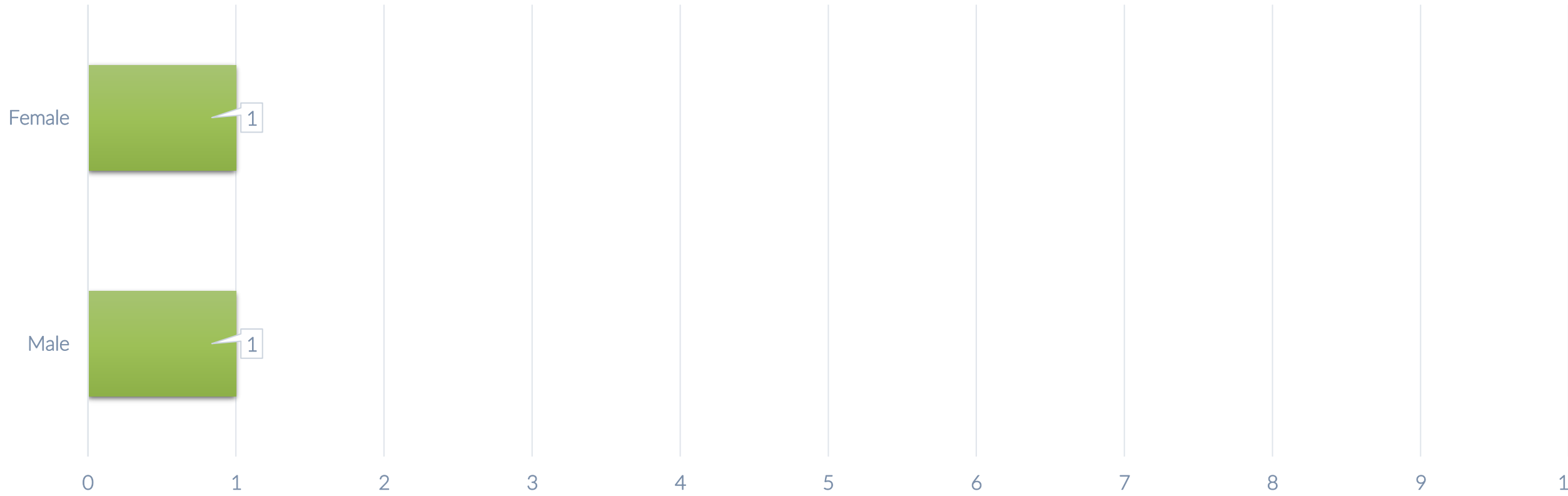
Enrollment Totals (#)
(Total Enrollments for each attendance period)



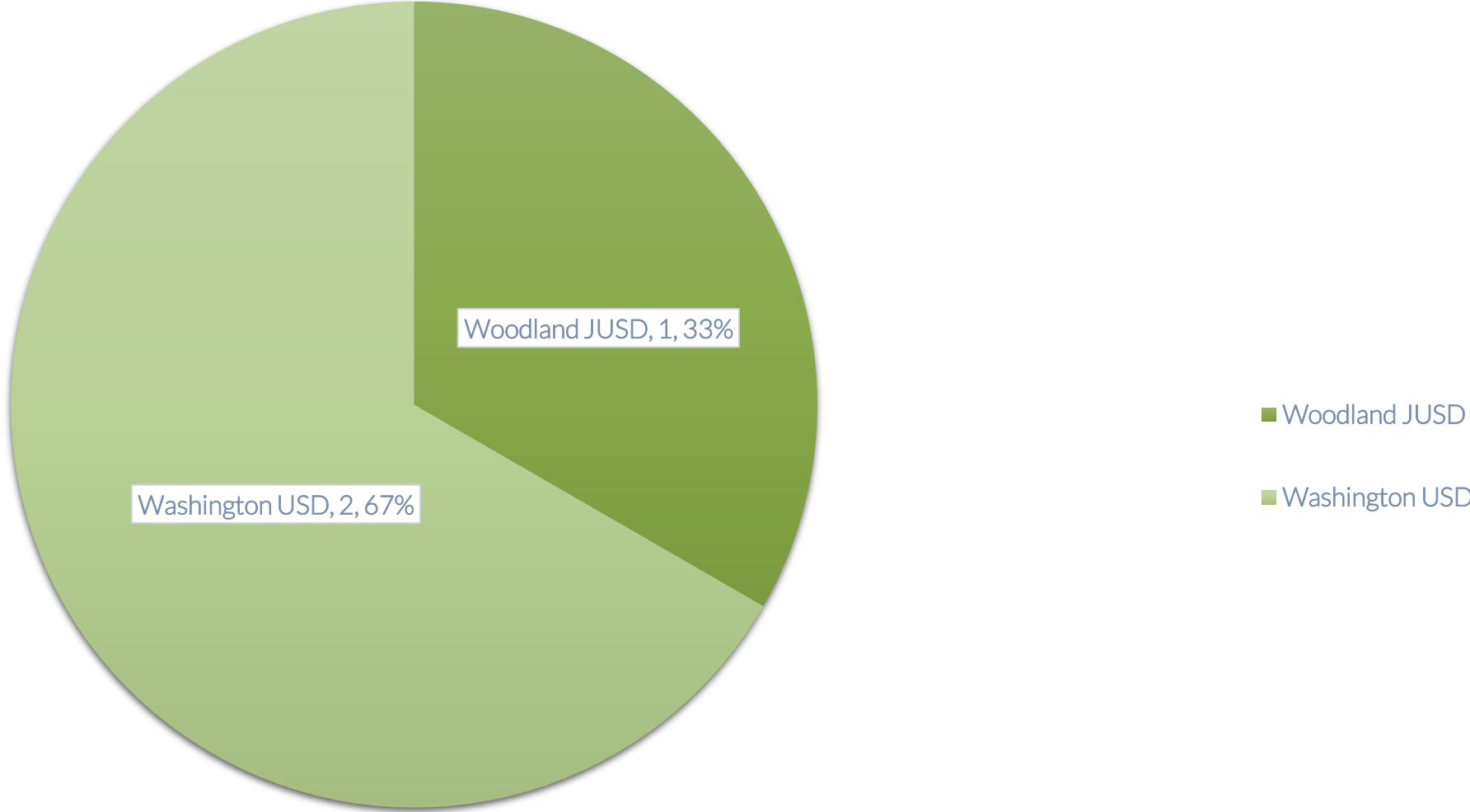
Average Attendance (%)



Gender
Attendance Period: 12/14/2020 - 01/15/2021
(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)

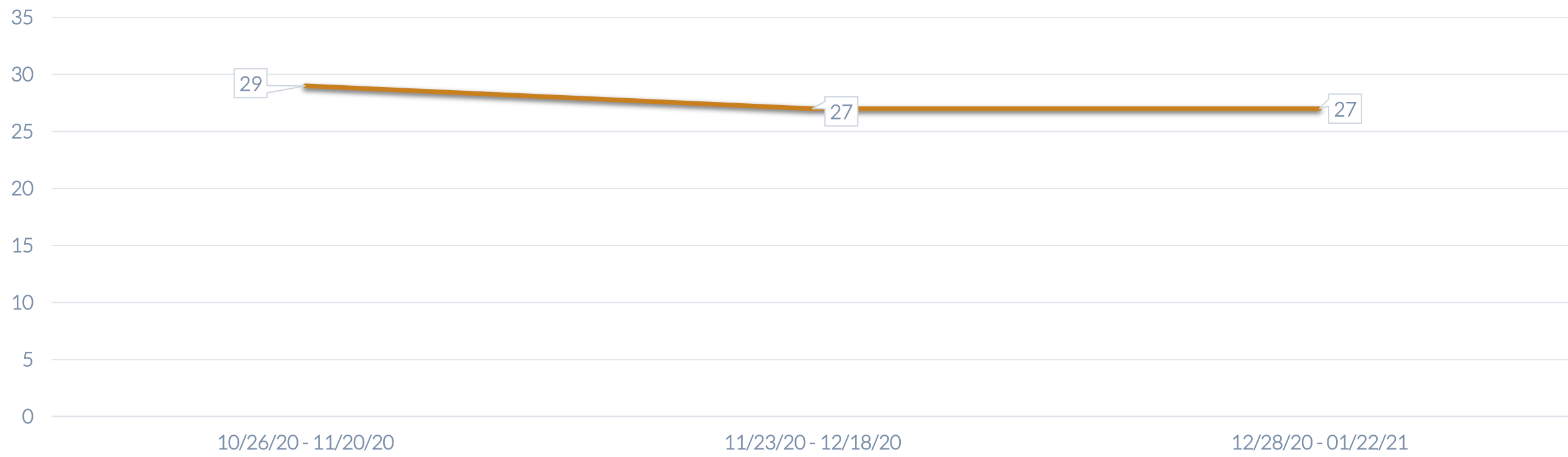


Cesar Chavez Community School - Woodland

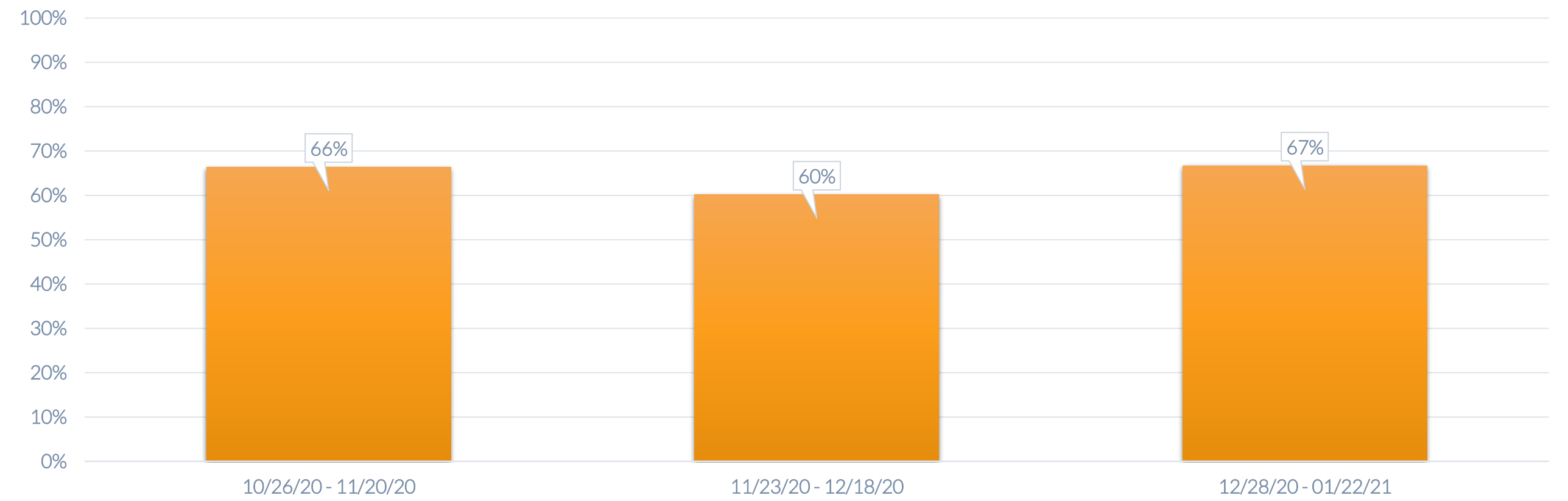
Month 3-5 (2020-2021)

Attendance Period: 10/26/2020 - 01/22/2021

Enrollment Totals (#)
(Total Enrollments for each attendance period)

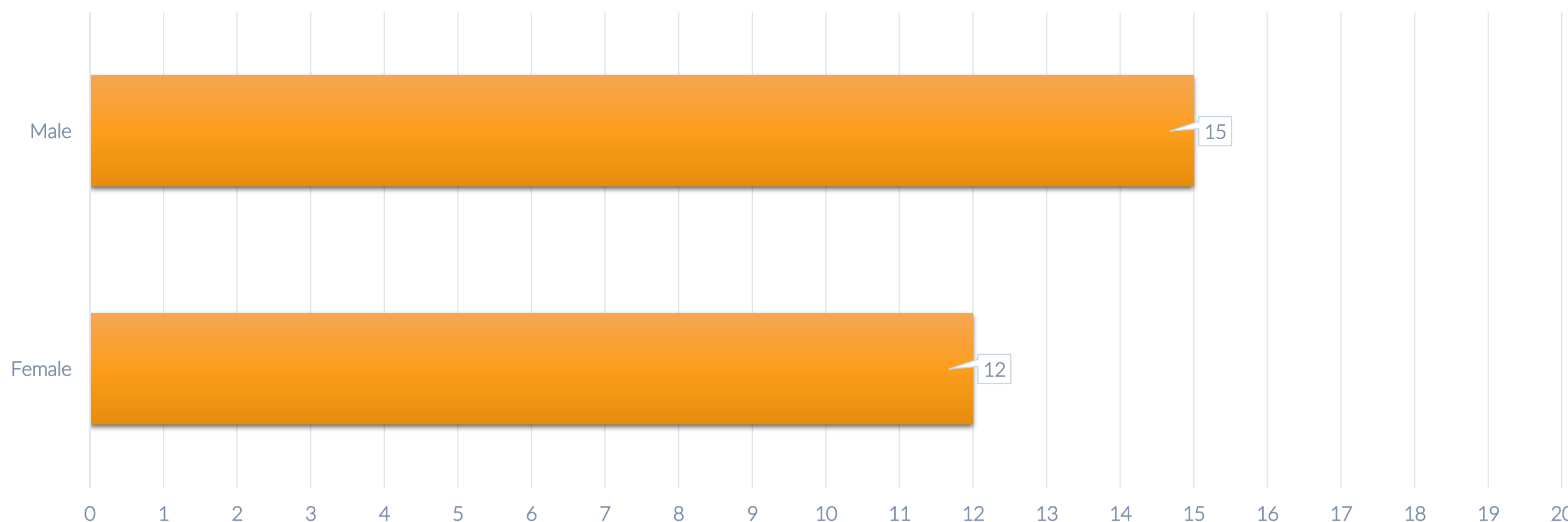


Average Attendance (%)

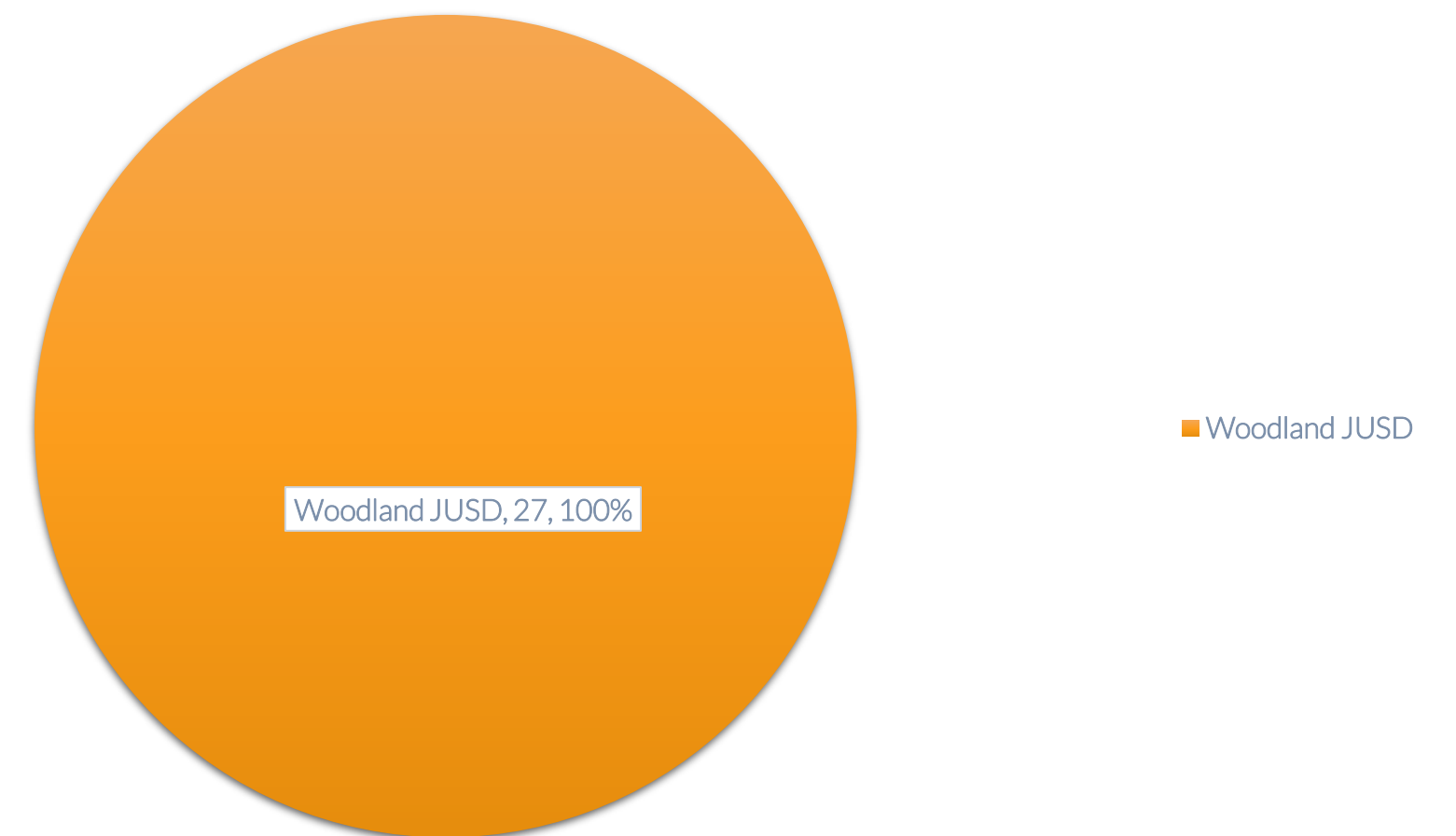


Gender
Attendance Period: 12/28/20 - 01/22/21

(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)

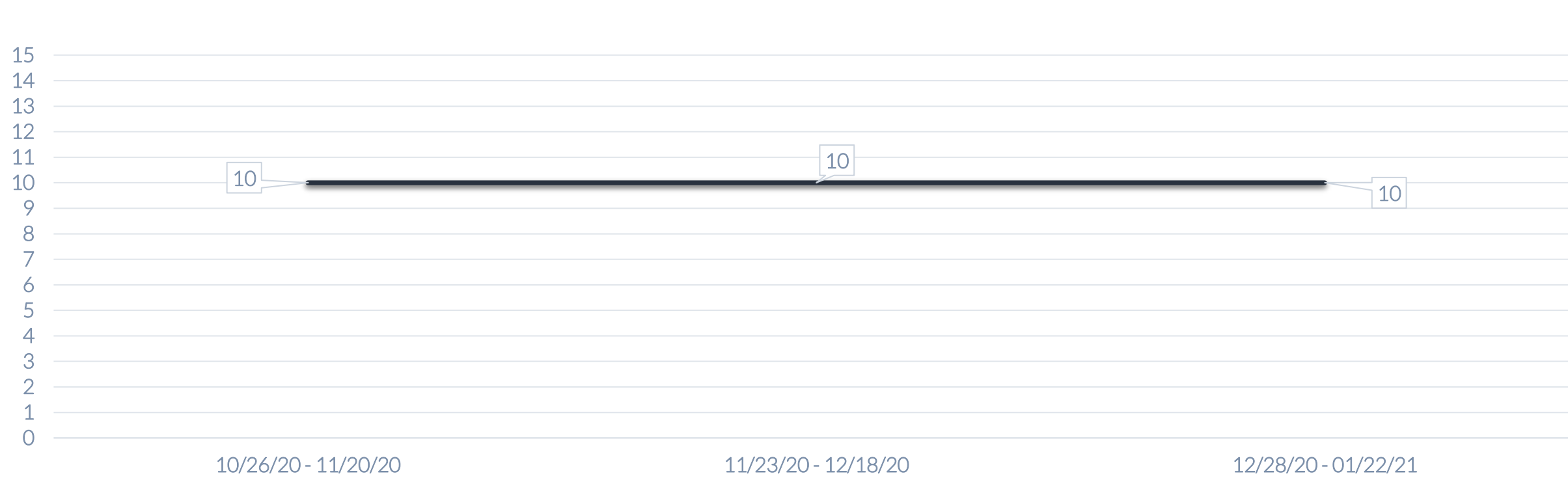


YCCP (Yolo County Career Program)

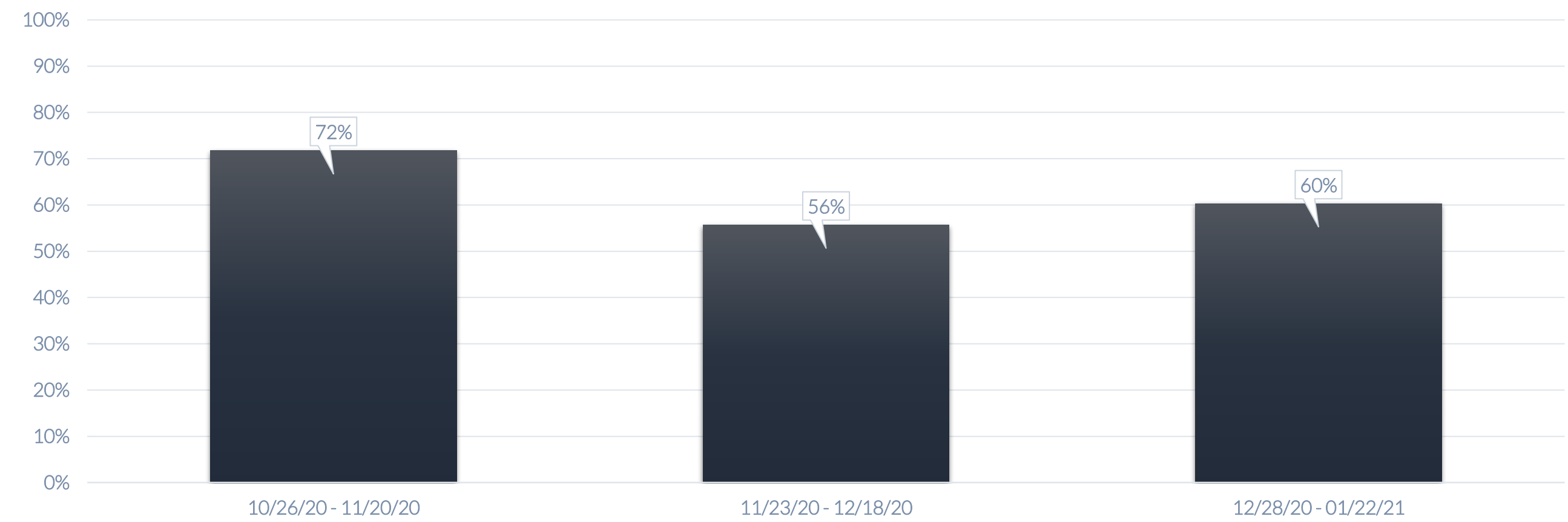
Month 3-5 (2020-2021)

Attendance Period: 10/26/2020 - 01/22/2021

Enrollment Totals (#)
(Total Enrollments for each attendance period)



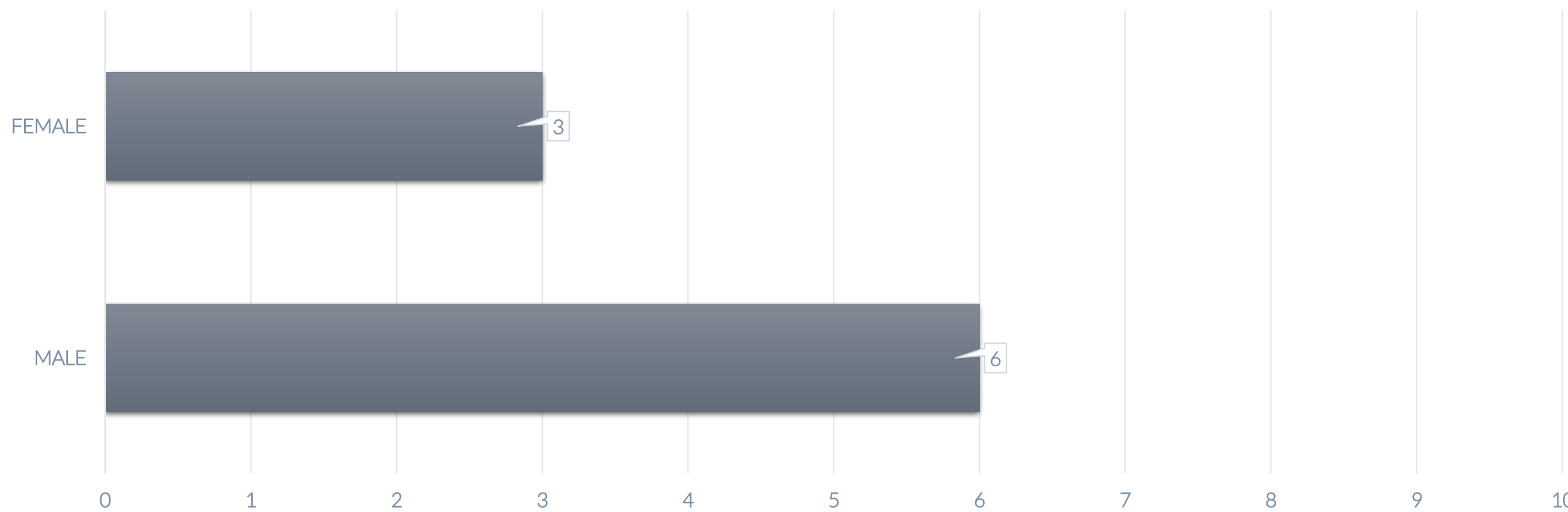
Average Attendance (%)



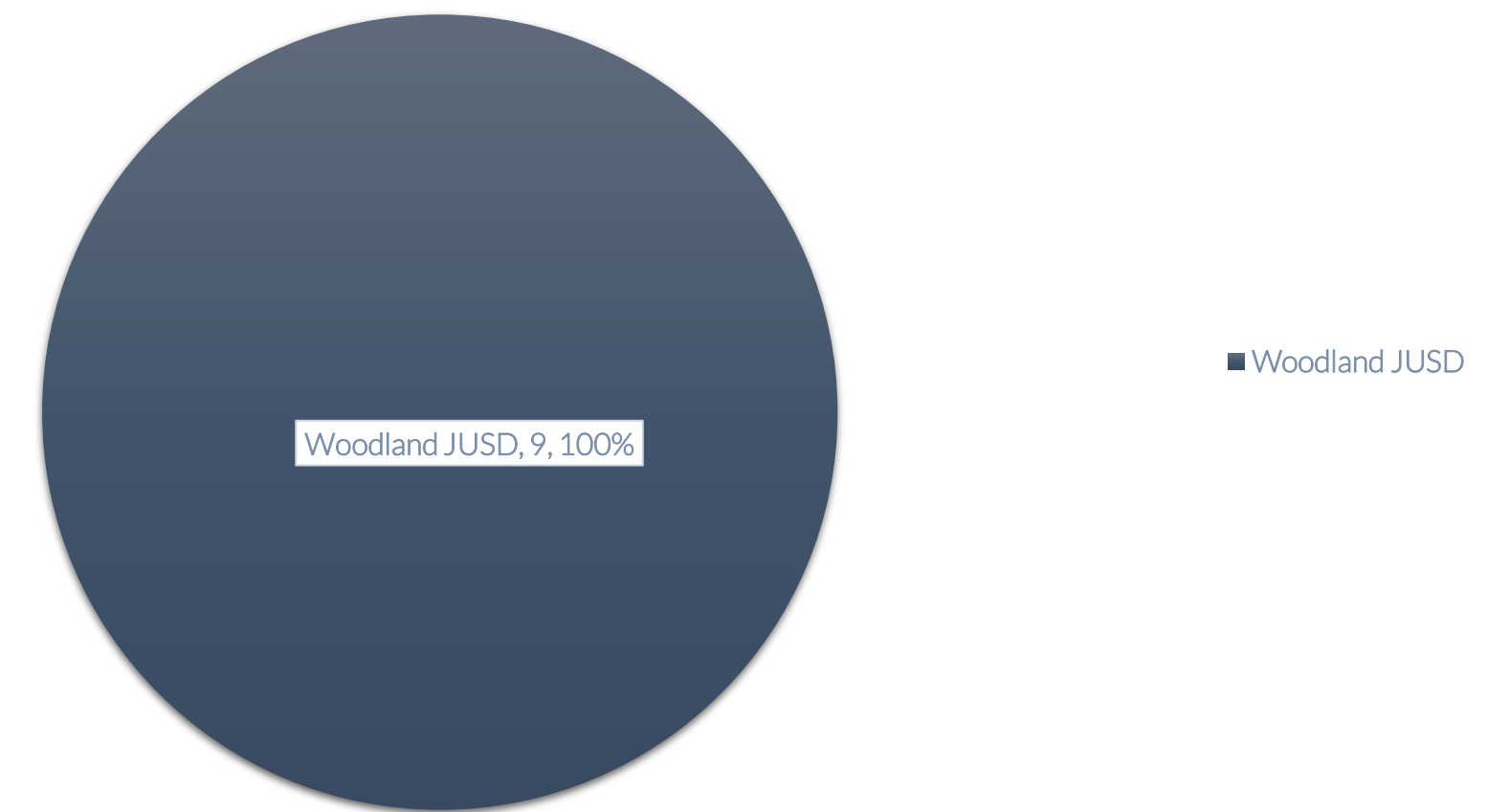
Gender

Attendance Period: 12/28/20 - 01/22/21

(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)



THANK YOU



8. 6. Distance Learning Update

Quick Summary / Abstract

The attached presentation provides an overview of the new CDPH guidance for schools and an update on COVID-19 vaccinations.

Recommendation

This item is being presented for information only.

Supporting Documents



School Reopening Update 2.9.21



School Reopening Update 2.9.21

Contact Person

Carolynne Beno, Associate Superintendent of Educational Services

YCOE Update on Reopening for In-Person Instruction

Yolo County Schools Board Meeting
February 9, 2021

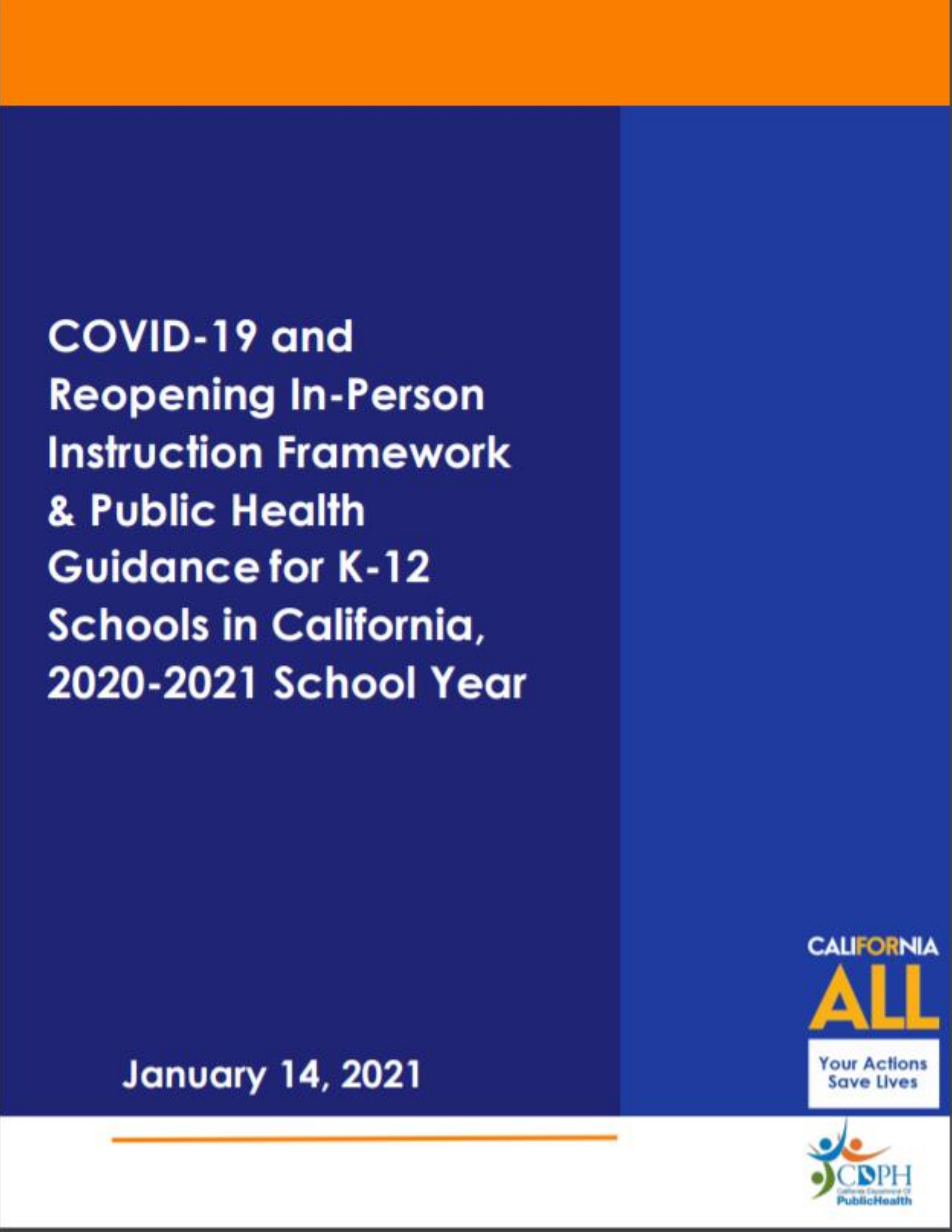


COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year



Purpose of CDPH Reopening Framework Published 1/14/2021

- **Updates the COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in CA, 2020-2021 Schools Year (July 17, 2020) Guidance**
- **Consolidates** content from other CHPD COVID-19 and school-related guidance
- **Supersedes** previous CDPH COVID-19 and Cal/OSHA school guidance
- Applies to all **public and private schools** in CA



CDPH Guidance and Cohort Guidance

- The January 14, 2021 framework and guidance **does NOT modify or supersede** the **Guidance Related to Cohorts for Children and Youth** (last updated 9/4/2020)
- The **Cohort Guidance** continues to allow schools not permitted to reopen under state or local public health directives and schools that have not yet reopened if permitted to do so **to serve students in-person in small, stable cohorts.**



State of California—Health and Human Services Agency
California Department of Public Health



September 4, 2020

TO: All Californians

SUBJECT: Guidance Related to Cohorts - UPDATED September 4, 2020

This guidance applies to groups of children and youth in controlled, supervised, and indoor environments operated by local educational agencies, non profits, or other authorized providers, including, but not limited to, public and private schools; licensed and license-exempt child care settings; organized and supervised care environments, i.e., "distance learning hubs"; recreation programs; before and after school programs; youth groups; and day camps. **Guidance and directives related to schools, child care, day camps, youth sports, and institutions of higher education are not superseded by this document and still apply to those specified settings.**

Purpose: To provide guidance for necessary in-person child supervision and limited instruction, targeted support services, and facilitation of distance learning in small group environments for a specified subset of children and youth, and for those programs to understand the required health and safety practices needed to prevent the spread of COVID-19 in their settings.

Definitions:

Cohort: a cohort is a stable group of no more than 14 children or youth and no more than two supervising adults (or a configuration of no more than 16 individuals total in the cohort) in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting.

Supervising adult: an adult assigned to one cohort of children or youth, who does not physically interact with any other cohorts. This includes child care staff, certificated or classified school staff, volunteers, participating parent or caregiver, or other designated supervising adult(s).

Supervised care environment: an environment where multiple children or youth, from multiple families or households, are being supervised simultaneously by an adult. This includes, but is not limited to, licensed child care facilities, licensed exempt child care programs, supervised programs on a school site while a school is not in session or is providing curriculum in a distance-learning format, or where some educational services are being offered to a subgroup of students as identified by a local educational agency on a school campus.

Considerations for Cohorts

Utilizing cohorts minimizes the number of people exposed if a COVID-19 case is identified in a child or youth attendee, provider, other instructional support provider, or staff member of a particular cohort.

Children or youth, attendees and adults in supervised care environments during the COVID-19 pandemic must be in groups as small as possible. This practice decreases opportunities for exposure to or transmission of the virus; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing, quarantine, and isolation of a single cohort instead of an entire population of children or youth and supervising adults in the event of a positive case or cluster of cases.



January 14, 2021 CDPH Guidance Overview

- 1) **Criteria and processes for school reopening** under the Blueprint for a Safer Economy framework.
- 2) Considerations intended to help school leaders plan for and prepare to resume in-person instruction including **steps to take when a student or staff member is found to have COVID-19 symptoms** during the school day and while participating in before and after school programs.
- 3) **Response to confirmed COVID-19 infections** when: a case of COVID-19 is confirmed in a student or staff member; and a cluster or outbreak of COVID-19 at a school is being investigated.
- 4) **Physical distancing** in classrooms.
- 5) Implementation of **stable groups of students and staff**.



School Reopening Under Blueprint for a Safer Economy

- The Blueprint continues to guide the school reopening process based on **4 tiers defined by:**
 - Seven-day average of daily COVID-19 cases per 100,000
 - Test positivity in a county
- All LEAs must **complete and post to their website homepages a COVID-19 Safety Plan (CSP)** prior to reopening for in-person instruction whether they apply for the reopening incentive grant or not.

County risk level	New cases	Positive tests
WIDESPREAD Many non-essential indoor business operations are closed	More than 7 daily new cases (per 100k)	More than 8% Positive tests
SUBSTANTIAL Some non-essential indoor business operations are closed	4 - 7 daily new cases (per 100k)	5 - 8% Positive tests
MODERATE Some indoor business operations are open with modifications	1 - 3.9 daily new cases (per 100k)	2 - 4.9% Positive tests
MINIMAL Most indoor business operations are open with modifications	Less than 1 daily new cases (per 100k)	Less than 2% Positive tests



Criteria to Reopen for In-Person Instruction

Requirements for Schools Already Reopened	Criteria to Reopen for In-Person Instruction
<ul style="list-style-type: none"> • Complete and post a CSP by February 1, 2021 • Not required to close if the county moves to the Purple Tier or goes over a case rate of 25 per 100,000 • This guidance replaces the Elementary Education Waiver that allowed a local health officer to grant a waiver to school applicants for grades K–6 if specific criteria were satisfied • All waivers approved prior to this date remain valid 	<ul style="list-style-type: none"> • Located in a county in the Red, Orange, or Yellow Tiers, or K-6 Schools in the Purple Tier with a case rate less than 25 per 100,000 • Complete and post a CSP at least seven days prior to reopening for in-person instruction • Schools may not reopen for grades 7–12 if the county is in the Purple Tier • For schools that have not reopened, and the county has been in the Purple Tier, the county must be in the Red Tier for five consecutive days before the school may reopen



COVID-19 Safety Plan (CSP)

- Required of all LEAs before reopening for in-person instruction
 - **COVID-19 Prevention Program** as required by Cal/OSHA - [CPP Example.docx](#)
 - Supplemental **CDPH COVID-19 School Guidance Checklist**
- LEAs that have already reopened must **post their CSP by February 1, 2021**
- LEAs that have not yet reopened must **post their CSP at least seven days before reopening**
- LEAs should **consult with labor, parent, and community organizations** in development of CSP
- **LEAs pursuing the proposed reopening incentive grants** must submit the CSP and collective bargaining agreement/MOU that supports implementation of the CSP to the COE by February 1 or March 1



Reopening Considerations

- Existing state law requires public schools to provide **in-person instruction to the greatest extent possible** (Education Code section 45304(b)).
- Schools should **continue to offer distance learning for students who request it.**



Specific Core Mitigation Strategies in Updated CDPH Guidance

Face Coverings

Distancing

Symptom and
Exposure
Screening

Cleaning and
Disinfection

Training of Staff
and Educating
Parents

Testing



Face Coverings for Students

- **Students in all grade levels K-12 are required to wear face coverings at all times**, while at school, unless exempted as follows:
 - Under age 2
 - Have a medical or mental health condition or disability that would impede them from properly wearing or handling a face covering
 - Those with a communication disability, or when it would inhibit communication with a person who is hearing impaired.
- Persons exempted from wearing a face covering due to a medical condition, as confirmed by school district health team and therapists, **must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge**, as long as their condition permits it.



Face Coverings for Students

- A cloth face covering or face shield should be **removed for meals, snacks, naptime, or when it needs to be replaced.**
- Participants in youth and adult sports **should wear face coverings when participating in the activity**, even with heavy exertion as tolerated, both indoors and outdoors.
- **Schools must exclude students from campus** if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school.



Face Coverings for Staff

- For staff who come into routine contact with others, CDPH recommends the **use of disposable 3-ply surgical masks**, which are more effective than cloth face coverings.
- In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) **a face shield with a drape (per CDPH guidelines) can be used instead of a face covering** while in the classroom as long as the wearer maintains physical distance from others.



Distancing

- Distance teacher and other staff desks at least 6 feet away from student and other staff desks.
- Distance student chairs at least 6 feet away from one another, except where 6 feet of distance is not possible after a good-faith effort has been made. **Under no circumstances should distance between student chairs be less than 4 feet.**



Symptom Exposure and Screening

- **Parents should be provided with the list of COVID-19 symptoms** and instructed to keep their child at home if the child is feeling ill or has symptoms of COVID-19, even if symptoms are very mild, and to get their ill child tested for SARS-CoV2.
- **Staff members should be provided with the list of COVID-19 symptoms** and be instructed to call in sick and stay home if having symptoms of COVID-19 and to get tested for SARS-CoV2.
- Any **students or staff exhibiting 1 or more symptoms** should be required to wait in the previously identified isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
- Advise staff members and students with symptoms of COVID-19 infection **not to return for in-person instruction until they have met CDPH criteria to discontinue home isolation.**



Cleaning and Disinfection

- If used, outdoor playgrounds/natural play areas only need routine maintenance. Make sure that **children wash or sanitize their hands before and after using these spaces.** When hand hygiene is emphasized, cleaning of outdoor structures play is not required between cohorts.
- When choosing disinfection products after an in-school COVID-19 case has been identified, use those approved for use against COVID-19 on the **Environmental Protection Agency (EPA)- approved list “N” and follow product instructions.**



Training of Staff and Educating Families - Topics

- Proper use, removal, and washing of **face coverings**.
- **Physical distancing guidelines** and their importance.
- **Symptoms screening practices**.
- COVID-19 specific **symptom identification**.
- How COVID-19 is spread.
- Enhanced **sanitation practices**.
- The importance of staff and students **not coming to work they have symptoms**, or if they or someone they live with or they have had close contact with has been diagnosed with COVID-19.
- For staff, COVID-19 specific symptom identification and **when to seek medical attention**.
- The employer's plan and procedures to follow **when staff or students become sick at school**.
- The employer's plan and procedures to **protect staff from COVID-19 illness**.



Testing Cadences

- Schools are expected to **implement symptom and exposure screening** based on CDPH recommendations, and the state has committed support to conduct asymptomatic testing of all students and staff based on case rates.

Tier 2 – RED Adjusted Case Rate of 4–7 per 100K Positive Test Rate 5-8%	Tier 1 – PURPLE Adjusted Case Rate of 7–13.9 per 100K Positive Test Rate 8% or higher	DEEP PURPLE Adjusted Case Rate of 14 or more per 100K
Asymptomatic testing every 2 weeks	Asymptomatic testing every 2 weeks	Asymptomatic testing weekly

- Schools must also **test staff when there are multiple COVID-19 cases or major outbreaks** based on Cal/OSHA requirements.

	Multiple COVID-19 Infections	Major COVID-19 Outbreaks
Definition	Three or more COVID-19 cases in an exposed workplace within a 14-day period	Twenty or more COVID-19 cases in an exposed workplace within a 30-day period
Testing Frequency	All exposed employees shall be tested and once per week thereafter	Twice a week for all exposed employees, or more frequently if recommended by the local health department

Steps to Take - Student or Staff Member Has COVID-19 Symptoms

Table 2. Actions to take if there is a confirmed or suspected case of COVID-19 in a school			
	Student or Staff with:	Action	Communication with school community
1.	COVID-19 symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom screening: per CDC Symptoms of COVID-19 .	<ul style="list-style-type: none"> • Send home if at school. • Recommend testing (If positive, see #3, if negative, see #4). • School/classroom remain open. 	<ul style="list-style-type: none"> • No action needed.
2.	Close contact with a confirmed COVID-19 case.	<ul style="list-style-type: none"> • Send home if at school. • Exclude from school for 10 days from last exposure, per CDPH Quarantine Recommendations. • Recommend testing 5-7 days from last exposure (but will not shorten 10-day exclusion if negative). • School/classroom will remain open. 	<ul style="list-style-type: none"> • Consider school community notification of a known exposure. No action needed if exposure did not happen in a school setting.



Steps to Take - Student or Staff Member Has COVID-19 Symptoms

Table 2. Actions to take if there is a confirmed or suspected case of COVID-19 in a school

	Student or Staff with:	Action	Communication with school community
3.	Confirmed COVID-19 case infection.	<ul style="list-style-type: none"> • Notify the local health department. • Exclude from school for 10 days from symptom onset date or, if asymptomatic, for 10 days from specimen collection date. • Identify school contacts, inform the local health department of identified contacts, and exclude contacts (possibly the entire stable group from school for 10 days after the last date the case was present at school while infectious. • Recommend testing asymptomatic contacts 5-7 days from last exposure and immediate testing of symptomatic contacts (negative test results will not shorten 10-day exclusion). • Disinfection and cleaning of classroom and primary spaces where case spent significant time. • School remains open. 	<ul style="list-style-type: none"> • School community notification of a known case. • Notification of persons with potential exposure if case was present in school while infectious.
4.	Symptomatic person tests negative or a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition.	<ul style="list-style-type: none"> • May return to school after 24 hours have passed without fever and symptoms have started improving. • School/classroom remain open. 	<ul style="list-style-type: none"> • Consider school community notification if prior awareness of testing.



Additional Public Health Directives Issued January 14, 2021



Reporting to Local Health Department – Positive Case

- Effective immediately, every local educational agency (school district, county office of education, and charter school) and private school in California shall **notify its local health officer of any known case of COVID19 among any student or employee who was present on a K-12 public or private school campus within the 10 days preceding a positive test for COVID-19.**
- Specifically, the local educational agency or private school shall report the following information:
 - The full name, address, telephone number, and date of birth of the individual who tested positive;
 - The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
 - The full name, address, and telephone number of the person making the report.
- This information shall be **reported to the local health officer by telephone within twenty-four hours** from the time an individual within the local educational agency or private school is first made aware of a new case.



Reporting to CDPH - In-Person Learning on Campuses

- Beginning January 25, 2021, every local educational agency (school district, county office of education, and charter school) and private school in California shall **notify the California Department of Public Health whether it is serving students in-person.**
- This **reporting shall continue every other Monday** until this directive is modified or rescinded.
- This **information shall be reported via a web form** that will be made available by the California Department of Public Health.



Update on Vaccinations

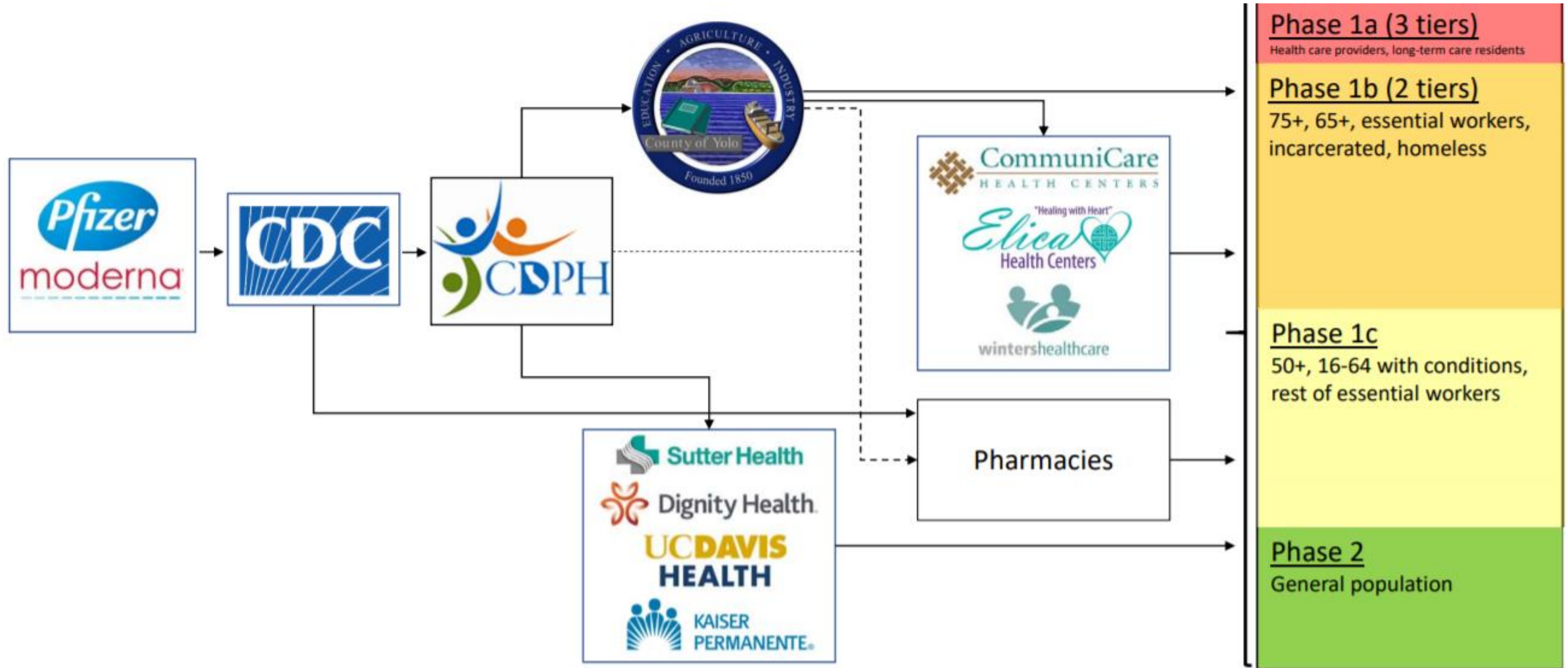


Two Safe and Effective Vaccines – Limited Quantities

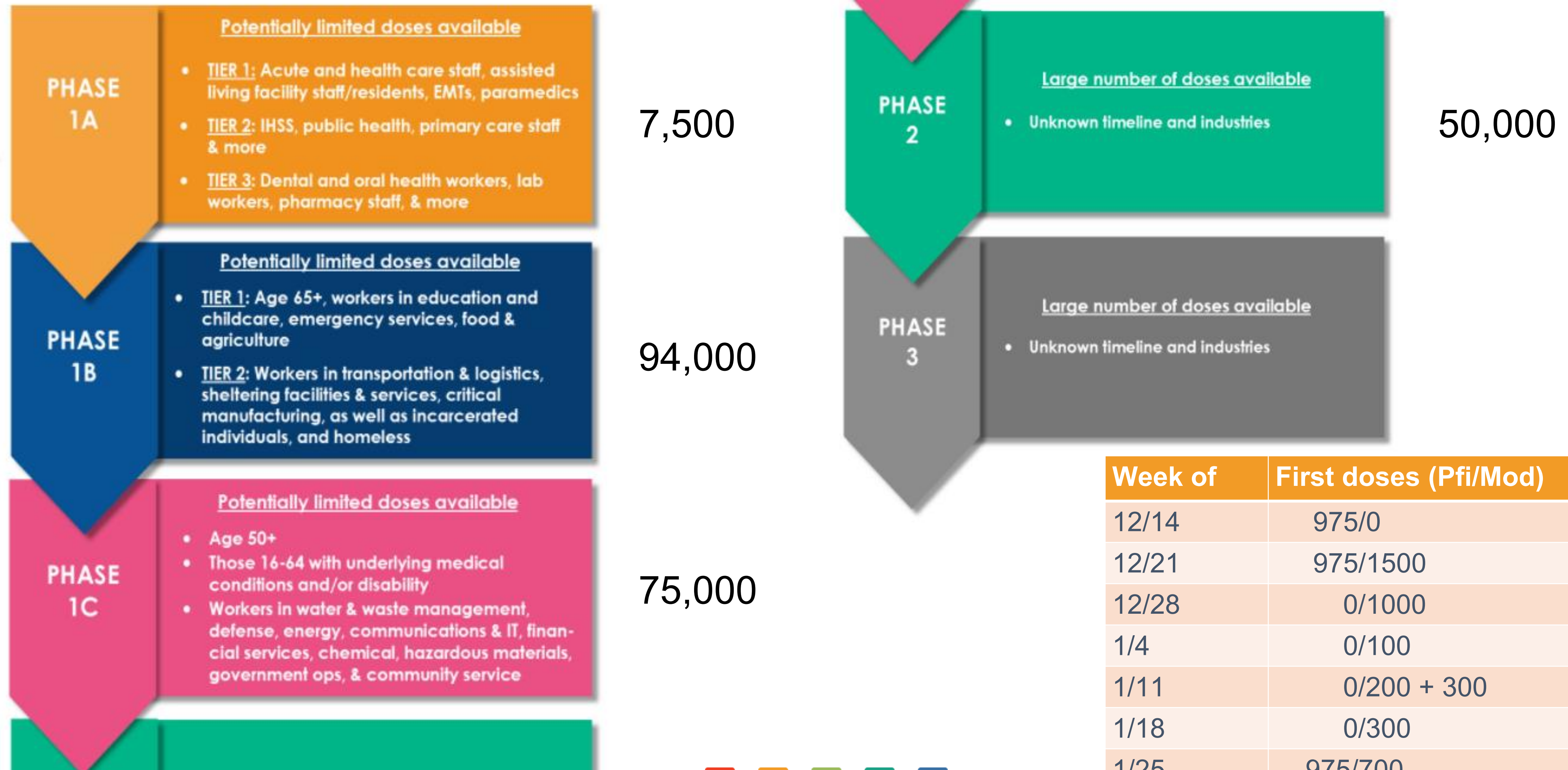
- 2 mRNA vaccines authorized by FDA in December
- Up to **95% effective** in preventing symptomatic COVID-19
- Vaccines are available at **no cost**
- **Limited doses** currently available
 - Prioritization by risk needed to maximize benefit
 - CDPH dictates who is in which phase/tier, some local discretion



Vaccine Allocation and Distribution Process



Timeline Depends on How Quickly Vaccine is Received



Thank you!



8. 7. Head Start/ Early Head Start Reports

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



February 2021 Director's Report.pdf



LPC Meeting Agenda 2 2 2021.pdf



LPC Draft Minutes for Approval 1 5 21.pdf

Contact Person

Gail Nadal, Director, Early Childhood Education will present this item.

Debra Hinely, Director, Internal Business Services will present the financial reports.

Yolo County Office of Education Board of Education

Head Start/Early Head Start Update

Gail Nadal

February 2021

The Re-Opening Date Has Changed.

The Head start program has pivoted and a new re-opening date has been set for Monday, March 1st. With just 4 weeks until we have children back in the centers, all staff is working to make sure that all areas have been reviewed thoroughly. We will be starting with a small number of children and with this, we hope to make the opening days welcoming and safe for those children that will return. Within the classroom parents had the ability to choose in person or continue with distance learning. Many of our parents need to return to work and so the March 1st date has been long awaited.

Within the preschool classrooms following the 6 feet social distancing is not possible but the classrooms have made many changes in the classroom so that there is room and a safe learning environment for children is ready. Preschool age children will be required to wear a mask. Handwashing will take place during transitions and cleanliness is a priority. Staff will be sanitizing throughout the day. Children will have individual activities, equipment and supplies.

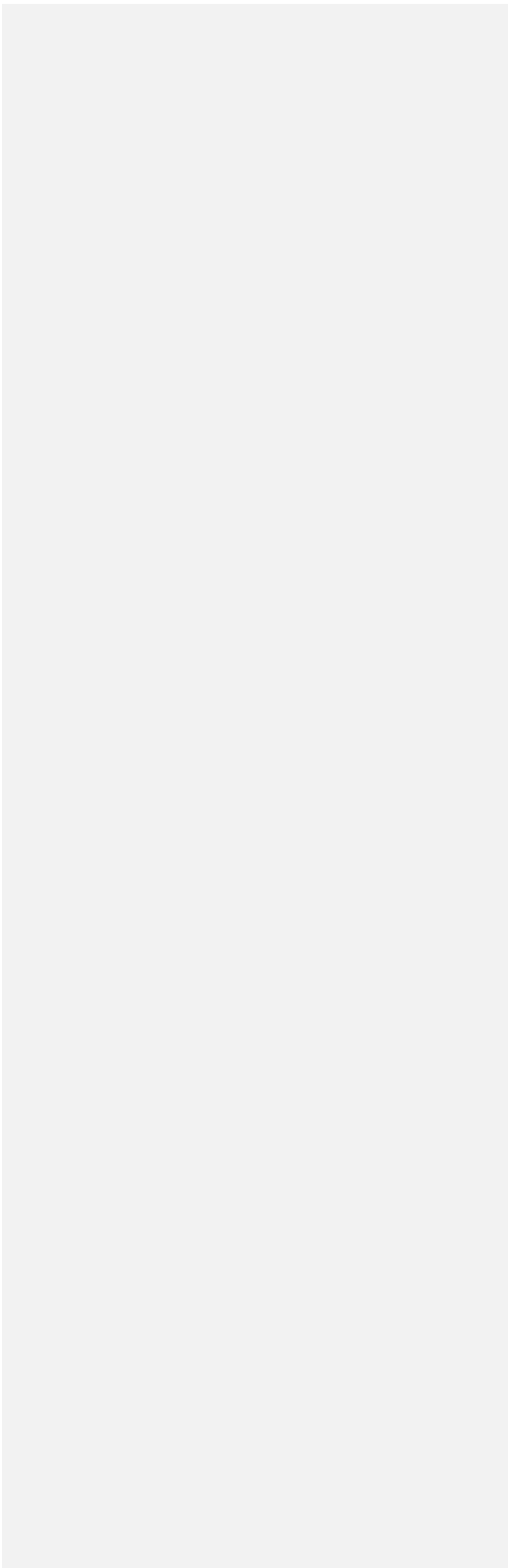
Commented [NG1]:

Federal Focus Area Two

The Program continues to prepare 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.

Head Start Conference for all

One area that our team has requested is the opportunity to attend a conference with their fellow colleagues. We are delighted that funds are available to virtually send our team to the Head Start Conference which is scheduled for the week of February 22 – 26th. Because this conference is virtual, managers will designate time during each day that the conference is operating for staff to choose workshops that they are interested in to view these workshops during their workday. We hope this brings the team together through professional development training. This will be a great kickoff to our return to the program operations.



Notice of Public Meeting

YOLO COUNTY CHILD CARE PLANNING COUNCIL

Tuesday, February 2nd, 2021 9:00 AM-11:00 AM

Join Zoom Meeting

<https://ycoe.zoom.us/j/8407491020?pwd=MDBUeEpVa29BTG1Vc05lWHFoWjdpUT09>

Meeting ID: 840 749 1020

Passcode: 4OrGLf

One tap mobile +1 669 900 6833 (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

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 January 5 th , 2021
5	LPC Budget	Gail Nadal	Information	5 min	
6	Childcare Needs Assessment	Gina Daleiden, Kim Relph-Smith, Kari Roberts	Information	15 min	
7	Ad Hoc Workgroup re Master Plan, Equity and the QCC/QRIS Matrix	Justine Jimenez/All	Action (confirm members and plan first meeting)	10 min	
8	PPE, Supplies, COVID Vaccines and Coordinating Support for Providers	All	Discussion	25 min	
8	Member Updates	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

I declare under penalty of perjury that the foregoing agenda was posted by _____ on the bulletin board at the east entrance of the Erwin Meier Administration Center, 625 Court Street, Woodland, CA

By: _____

Draft Minutes for Approval

YOLO COUNTY CHILD CARE PLANNING COUNCIL

Tuesday January 5, 2021 9:00 AM-11:00AM

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;"><u>Members in Attendance:</u></p> <p style="text-align: center;">Amy Howering Ed Lewis Fawn Montagna Gina Daleiden Justine Jimenez Kari Roberts Kim Relph-Smith Kristy Weber Lynn Arner Shannon McClarin Sue Lomax Tico Zendejas</p>	<p style="text-align: center;"><u>Members Not Present:</u></p> <p style="text-align: center;">Elizabeth Hansen</p> <p style="text-align: center;"><u>Guests:</u></p> <p style="text-align: center;">Gehan Tadros David Moreno</p> <p style="text-align: center;"><u>Staff:</u></p> <p style="text-align: center;">Gail Nadal Kathleen Glassman</p>
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Item	Time
1. Call to Order and Introductions/Roll Call	5 min
Call to order at 9:04 AM Gehan Tadros - Program Administrator Children's Home Society	
2. Approval of Agenda	5 min
Motion to approve: 1)Kari Roberts 2)Kim Relph-Smith	
3. Public Comment	5 min
None	
4. Consent Agenda and Approve Minutes 1) Kari Roberts 2) Kim Relph-Smith	5 min
5. Childcare Needs Assessment	15 min
Survey is in the final stages. Harder and Co. is translating the survey into Spanish and it should be finished this week or next. Once complete, it will be emailed to Children’s Home Society, Yolo County Office of Ed and to the QCC Program Officer at First 5 Yolo to distribute.	

<p>There will be a Focus Group (Childcare Forum) the evening of February 24th. The purpose of this event will be to gather more community information as well as challenges parents, childcare providers and essential workers are experiencing. The LPC has been asked to please assist with outreach to childcare provider networks as well as to parents in all cities and towns in Yolo County. To this end, an Excel spreadsheet will be shared with the LPC to create a list of contacts, then shared with Harder and Co.</p> <p>There will be a group meeting this Friday to discuss how to structure outreach further, so please reach out with any questions prior to this meeting. Connecting to Woodland via outreach has been challenging, how can a network be created and established in Woodland similar to the network in West Sacramento? It is important to outreach to churches and other organizations in Woodland. Justine Jimenez and Gail Nadal will attend this meeting. After the Friday meeting, the spreadsheet will be sent out to LPC to establish outreach strategy and goals, and to move forward with outreach.</p>	
6. Master Plan, Equity and the QCC/QRIS Matrix	30 min
<p>Although it is very good to see the Early Learning Master Plan, with important work outlined regarding FFN, FCCH, fee for service centers, Dual Language Learners (DLL), family needs and an equity lens, there are important details lacking regarding how it will be funded and implemented. These are stated to come with time, and unfortunately the new state budget does not reflect the needs outlined in this Master Plan. Several LPC members have attended informational meetings. Kari Roberts reported the two meetings she attended on the overview and facilities and funding were helpful in understanding the concepts, but again, did not give specific detail on implementation. The Master Plan has stated it will help both subsidized and non-subsidized providers and names FFN, FCCH and center based care, and also has a plan to transfer childcare from CDE to CDSS, keeping a focus on the whole child and whole family. There was a decision to pull together an ad hoc workgroup to address the continuing development of the Early Learning Master Plan, and to ensure the LPC can respond to important calls for input.</p>	
7. Ad Hoc Workgroups	25 min
<p>CARES funding group provided a report to the Board of Supervisors and will send the LPC this report. Kathleen Glassman and Lynn Arner created the summary that was formed around the reporting requirements within the grant. An ad hoc workgroup will be formed (as stated above) regarding the Master Plan, and in the February LPC meeting we will receive the CARES funding report.</p>	
8. Member Updates	20 min
<p>Ed Lewis- The Mentor Program has some funding for two students via zoom and in the childcare practicum class. Hopefully funding will continue (note- as of late January, Ed Lewis has informed members via email that the funding will not continue and the state will lose this resource).</p> <p>Gail Nadal- January 25th all Head Start classrooms will be open. Parents can choose to have their children engage in distance learning or in person learning. There can be up to 10 children per classroom in person. All COVID protocol will be followed (note, as of January 27th, this date has been pushed back due to ongoing health concerns, and Gail or other YCOE staff will update us at February LPC meeting).</p> <p>Kristy Weber- CHS has been distributing PPE to providers, and still has the following supplies: hand sanitizer, disinfectant spray, disposable masks and hand sanitizer. Anyone can call and request supplies. Providers that requested supply funding while it was still available are going to receive a UV sanitizing wand. The wands were purchased with the remaining cleaning supply funding.</p>	

Kari Roberts- As per Cal/OSHA if 3 employees test positive for COVID-19 the childcare setting must have all employees tested on site. Testing is to be paid for by the childcare site.

Shannon McClarin- Woodland Joint Unified two full day preschool programs and special education cohorts are scheduled to go back to in person instruction February 1, 2021.

Fawn Montagna- QCC/IMPACT programs are all up and running, and outreach has gone well. Kristy Weber at CHS has presented to childcare providers (FFNs and FCCHs) at coaching sessions to share provider and parent resources as well as information on becoming licensed providers. CHS has also helped with outreach for IMPACT programs. The collaboration with YCOE has been successful, Gail Nadal has worked with IMPACT coaches and IMPACT childcare providers to pair Spanish speaking coaches to providers who have requested Spanish speaking coaches.

Lynn Arner- Professional Development for providers is available to any providers interested, a flyer has been created and she will share with the LPC.


Justine Jimenez- Home Run has been awarded another grant, this grant will enable children to open a college savings account with only \$1 from families, and \$50 plus other bonuses available through the city. Studies have shown that children with a college savings account are three times more likely to attend college and are four times more likely to complete post-secondary education, and this year preschools will focus on helping families open a college savings account.

Adjourn Meeting

Meeting Adjourned 10:47am

1)Gina Daleiden

2)Lynn Arner

8. 8. Williams Quarterly Report on Yolo County Schools in Decile 1-3 Covering the Months of October, November and December 2020 

Description

Each year the County Superintendent of Schools must prepare quarterly reports for County Boards of Education that reflect the results of visits to the Decile 1-3 schools in the county, as a result of the Williams Settlement per California Education Code 1240. Please refer to the attached letter and accompanying documents. Three districts in Yolo County are in Decile 1-3: Washington USD, Winters JUSD, and Woodland JUSD. Davis JUSD and Esparto USD are not in Decile 1-3 but are included in the Uniform Complaints section of the report.

Recommendation

For Information.

Supporting Documents



Williams Quarterly Oct-Dec 2020

Contact Person

Deborah Bruns, Director, Curriculum & Instruction.

***Williams Quarterly Report for Three Required Areas and
Optional Reporting of Uniform Complaints
Quarter of October, November and December 2020***

February 1, 2021

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

Dear Trustees Taylor, Moreno, Souza Cole, Zendejas and Jimenez,

I am pleased to provide the second quarterly report for fiscal year 2020-21 which covers the period of October, November and December 2020, as required by *Education Code* section 1240(c)(2)(G) pursuant to the Williams Settlement.

California *Education Code* Section 1240 requires that I visit schools identified in our county, review information in the areas noted below, and report to you the results of my visits and reviews. However, changes were made by the passing of SB 820 authorizing the county superintendent of schools, during the portion of the 2020–21 school year in which schools were closed due to the COVID-19 pandemic and the 2020–21 school year, to rely on information obtained only through means other than a physical visit to the school site, including surveys, for purposes of that report and waives the requirement to annually visit those low-performing schools from March 2020 to June 2021, during the period of time the school is not offering in-person instruction.

In lieu of site visits, YCOE worked with district staff to create an instructional materials review survey that was completed by principals during the first quarter. This included information on distance learning and electronic materials. Facilities reviews took place in-person during the second quarter and are reported in this letter.

The purpose of the Williams Monitoring visit(s) as specified in California Education Code 1240 is to:

1. Determine if students have “sufficient” standards-aligned instructional materials in four core subject areas (English language arts, mathematics, history/social science and science), including science laboratory equipment in grades 9-12, and, as appropriate, in foreign languages, and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff”; and

3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedure.

While the Uniform Complaint data are not mandated to be a part of this report to you, they are being included so that you and the citizens of our community will have a complete understanding of the environment in which Elkhorn Village Elementary, Riverbank K-8 Elementary, Stonegate Elementary, Westfield Village Elementary, Waggoner Elementary, Dingle Elementary, Freeman Elementary, Gibson Elementary, Ramón S. Tafoya Elementary, and Woodland Prairie Elementary Schools are functioning.

Before proceeding with the report, let me define some basic terms:

- “Sufficient textbooks or instructional materials” means each pupil, including English language learners, has a standards-aligned textbook, or instructional materials, or both, to use in class and to take home.
- A school facility condition that poses an “emergency or urgent threat” is a “condition that poses a threat to the health or safety of pupils or staff while at school.”
- “Good Repair” means the school facilities are clean, safe and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria. Each school district that receives state funding for facilities maintenance is required to establish a facilities inspection system to ensure that each of its schools is maintained in “good repair.”

My findings were as follows:

Instructional Materials:

Washington Unified School District:

Elkhorn Village Elementary School

No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.

Riverbank Elementary School

No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.

Stonegate Elementary School

No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.

Westfield Village Elementary School

No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.

Winters Joint Unified School District:

Waggoner Elementary School:

No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter.

Woodland Joint Unified School District:

Dingle Elementary School: *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter*

Freeman Elementary School: *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter*

Gibson Elementary School: *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter*

Ramón S. Tafoya Elementary School: *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter*

Woodland Prairie Elementary School: *No visits occurred, but quarterly report submissions were reviewed. No complaints were received during this quarter*

School Facilities:

Washington Unified School District:

Elkhorn Village Elementary School *Visited Elkhorn Village Elementary School on October 20, 2020. School facility received an overall inspection rating: FAIR. (89.14%). Comments: Normal wear and tear was observed at Elkhorn. There were no glaring safety concerns. The site is well-kept.*

Riverbank Elementary School: *Visited Riverbank Elementary School on October 21, 2020. School facility received an overall inspection rating: GOOD. (92.33%). Comments: There were no glaring issues at Riverbank. All issues are easily remedied.*

Stonegate Elementary School: *Visited Stonegate Elementary School on October 21, 2020. School facility received an overall inspection rating: FAIR. (85.94%). Comments: Stonegate looks like a well-maintained site. Some of the trees would benefit from white fly abatement which would keep the direct areas underneath them clean.*

Westfield Village Elementary School: Visited Westfield Village Elementary School on October 20, 2020. School facility received an overall inspection rating: FAIR. (85.94%). Comments: Westfield has minor issues, most just show the age of the facilities.

Winters Joint Unified School District:

School Facilities: Visited Waggoner Elementary School on November 10, 2020. School facility received an overall inspection rating: FAIR. (81.08%). Comments: Most of the deficiencies center around paint and looming dry rot. It is suggested to invest in painting the buildings to avoid further issues beyond paint.

Woodland Joint Unified School District:

Dingle Elementary School: Visited Dingle Elementary School on October 29, 2020. School facility received an overall inspection rating: FAIR. (77.07%). Work orders were submitted for all deficiencies. Comments: The classrooms show their age with typical wear. Some items easily repaired. Most items won't be easily accomplished without significant capital or labor investment. Nothing out of the ordinary for an older school site.

Freeman Elementary School: Visited Freeman Elementary School on October 29, 2020. School facility received an overall inspection rating: FAIR. (75.63%). Work orders were submitted for all deficiencies. Comments: Minor issues that need to be addressed throughout the campus. Most are easily accomplished.

Gibson Elementary School: Visited Gibson Elementary School on October 29, 2020. School facility received an overall inspection rating: FAIR. (82.85%). Work orders were submitted for all deficiencies. Comments: Typical deficiencies in a facility of its age, most easily remedied. Overall, it looks well-maintained.

Ramón S. Tafoya Elementary School: Visited Tafoya Elementary School on October 29, 2020. School facility received an overall inspection rating: GOOD. (91.32%). Work orders were submitted for all deficiencies. Comments: Looks well-maintained. Long-standing window issues have been addressed. Most doors are due for paint.

Woodland Prairie Elementary School: Visited Prairie Elementary School on October 29, 2020. School facility received an overall inspection rating: FAIR. (88.75%). Work orders were submitted for all deficiencies. Comments: Looks well-maintained. Most items easily addressed.

School Accountability Report Card:

The SARC reports for 2019-20 will be reviewed in the Spring of 2021.

Any findings, remedies, and/or schedules for remediation from the Fall 2020 Williams site monitoring visit should be included in the 2019-20 SARC report. Failure to report the Williams monitoring visit findings of deficiencies and their remedies will result in an additional finding in next year's SARC audit and annual Williams report to the Yolo County Board of Education, and the Yolo County Board of Supervisors.

Teacher Misassignments and Teacher Vacancies:

Audit Report and Review Findings for Academic Year 2019-20:

District	Misassignments	Corrected Misassignments	Vacancies
Davis	2	0	6
Esparto	0	0	0
Washington	2	2	1
Winters	6	3	0
Woodland	7	1	0
YCOE	0	0	0
EPIC	3	0	2

Uniform Complaints:

A review of the quarterly submissions from all five Yolo County districts showed:

- Davis Joint Unified School District – No complaints
- Esparto Unified School District – No complaints
- Washington Unified School District – No complaints
- Winters Joint Unified School District – No complaints
- Woodland Joint Unified School District – No complaints

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

In conclusion, let me assure each of you receiving this report that the Yolo County Office of Education is available to support the actions that may be needed to be taken to address the needs identified in my report.

Sincerely,

Garth Lewis
Yolo County Superintendent of Schools

8. 9. Annual Review of Yolo County Investment Policy

Description

As required by law, the Yolo County Office of Education invests its money in the Yolo County Treasury. Activities and money management policies and practices are strictly followed by the Yolo County Treasurer's Office to ensure proper diligence in the handling of these investments.

Attached for information is the Yolo County Investment Policy for calendar year 2021 both in redline draft format and as final revision by the Yolo County Board of Supervisors on 12/15/20.

Recommendation

For information only.

Supporting Documents

 Yolo County Investment Policy 2020 - Readline Draft.pdf

 Yolo County Investment Policy 2021 - Clean Draft.pdf

Contact Person

Debra Hinely, Director, Internal Business Services, will present this item.

County of Yolo

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TYPE: POLICY	DATE: <u>DECEMBER 17, 2019</u>

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A. Purpose

This document is known as the annual investment policy and represents the policies of the Board of Supervisors of the County of Yolo related to the investment of funds under the control of the Chief Financial Officer. The office of the Auditor-Controller and the Treasurer-Tax Collector have been consolidated. All statutory duties, responsibilities, and budgets of the Auditor-Controller and Treasurer-Tax Collector are consolidated into the office known as the Chief Financial Officer as per Yolo County code section 2-5.113 effective January 5, 2015.

The Department of Financial Services was established to consolidate and perform all functions of the offices of the Auditor, Controller, Tax Collector, and Treasurer, and any other county-wide fiscal functions directed by the board as per county code sec. 2-5.2001.

This policy is prepared annually by the Chief Financial Officer in accordance with the California Government Code and prudent asset management principles. Pursuant to Government Code sections 27133 and 53646 this policy has been reviewed by the Financial Oversight Committee and approved by the Board of Supervisors at a public meeting.

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B. Applicability

This policy will cover the period of January 1, 2020 through December 31, 2020.

This policy applies to the cash management and investment activities performed by County personnel and officials for any local agency, public agency, public entity or public official that has funds on deposit in the county treasury pool. The terms "County" and "county treasury pool" are used interchangeably and include all such funds so invested.

The investment of bond proceeds will be governed by the provisions of relevant bond and related legal documents.

The investment of endowment funds will be governed by the underlying laws, regulations and specific governmental approvals under those laws pursuant to which the endowments were created. Endowment fund investments will primarily focus on the preservation of principal and use of investment income for operational purpose.

The investment of the Section 115 Trusts related to OPEB and Pension will be invested in compliance with the County Policies on "Accounting, Funding and Recovery of OPEB Costs" and the "Pension Funding Policy" and legal documents associated with the Section 115 Trusts.

C. Standard of Care

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

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The standard of prudence to be used by investment officials shall be the "prudent investor" standard which states that "when investing, reinvesting, purchasing, acquiring, exchanging, selling, or managing public funds, a trustee shall act with care, skill, prudence, and diligence under the circumstances then prevailing, including, but not limited to, the general economic conditions and the anticipated needs of the agency, that a prudent person acting in a like capacity and familiarity with those matters would use in the conduct of funds of a like character and with like aims, to safeguard the principal and maintain the liquidity needs of the agency.

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This standard shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and the investment policy and exercising due diligence shall be relieved of personal responsibility for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and appropriate action is taken to control adverse developments.

D. Public Trust

All participants in the investment process shall seek to act responsibly as custodians of the public trust. Investment officials shall avoid any transaction that might impair public confidence in the County's ability to govern effectively

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E. Objectives

The primary objectives, in descending priority order, of the investment activities of the County shall be:

Safety. Safety of principal is the foremost objective of the investment program. Investments of the County shall be undertaken in a manner that seeks to ensure preservation of capital in the portfolio.

Liquidity. The investment portfolio shall be maintained in such a manner as to provide sufficient liquidity to meet the operating requirements of any of the participants.

Return on Investment. The investment portfolio of the County shall be designed with the objective of attaining a market rate of return on its investments consistent with the constraints imposed by its safety objective and liquidity considerations.

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F. Delegation of Authority

Subject to Section 53607 the authority of the Board of Supervisors to invest or to reinvest funds of the pooled investments, or to sell or exchange securities so purchased, may be delegated for a one-year period by ordinance in accordance with Government Code Sections 27000.1 and 27000.3.

The Board of Supervisors has designated the Chief Financial Officer as its agent authorized to make investment decisions in consultation with the Finance and Investment Committee of the Board after considering the strategy proposed by the investment advisor.

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G. Ethics and Conflict of Interest

Individuals performing the investment function and members of the Financial Oversight Committee (FOC) shall maintain the highest standards of conduct.

County Officers and employees involved in the investment process shall refrain from personal business activities that could conflict with proper execution of the investment program, or which could impair their ability to make impartial decisions. These individuals should follow the Code of Ethics for Procurement approved by the Board of Supervisors and comply with all relevant provisions of the Political Reform Act, especially the requirements of Chapter 7 – Conflict of Interest and Chapter 9.5 – Ethics. The key requirements are listed below:

1. Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could affect their ability to make impartial decisions.
2. Officers and employees shall refrain from undertaking personal investment transactions with the same individual with whom business is conducted on behalf of the County.
3. Officers and employees shall not accept gifts or gratuities with a value exceeding \$500 in any one year from any bank, broker, dealer, or any other person, firm, or organization who conducts business with the Department of Financial Services.
4. No person with investment decision-making authority in the County Administrator’s office or the Department of Financial Services may serve on the board of directors or any committee appointed by the board or the credit committee or supervisory committee of a state or federal credit union which is a depository for County funds.

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The Financial Oversight Committee Charter includes the following requirements for members of the committee:

1. A member shall disclose to the committee at a regular meeting any activities that directly or indirectly raised money for a member of the governing board of any local agency that has deposited funds in the County Treasury while a member of the committee. For purposes of this subsection, raising money includes soliciting, receiving, or controlling campaign funds of a candidate, but not the member's individual campaign contributions or non-financial support. This section does not apply to a member raising money for his or her own campaign.
2. A member shall disclose to the Committee at a regular meeting any contributions, in the previous three years or during the period that the employee is a member of the committee, by an employer to the campaign of a candidate to be a member of a legislative body of any local agency that has deposited funds in the County Treasury.
3. A member cannot secure employment with, or be employed by, bond underwriters, bond counsel, security brokerages or dealers, financial services firms, financial institutions, and municipal advisors with whom the County is doing business during the member’s Financial Oversight Committee membership period or for one year after leaving the Financial Oversight Committee. This subsection only applies to employment or soliciting employment, and not other relationships with such companies with whom the County is doing business.

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4. A member shall disclose to the Committee any honoraria, gifts, and gratuities from advisors, brokers, dealers, bankers, or other persons who conduct business with the Department of Financial Services while a member of the Committee. All members shall also comply with the requirements of the Political Reform Act or any other law or regulation regarding to receipt and disclosure of financial benefits and conflicts.

H. Internal Controls

Internal control procedures shall be established and maintained by the Department of Financial Services that provide reasonable assurance that the investment objectives are met and to ensure that the assets are protected from loss, theft, misuse, or mismanagement. The internal controls shall be reviewed as part of the regular annual independent audit. The controls and procedures shall be designed to prevent employee error, misrepresentations by third parties, and imprudent or illegal actions by employees or officers of the County.

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I. Cash Management

In determining the amount that can be invested County personnel shall take into account the liquidity needs of the County and the agencies in the Treasury pool, and shall take reasonable steps to ensure that cash flow requirements of the County and pool participants are met for the next six months, barring unforeseen actions from the State Controller or other funding sources, such as deferral of cash payments.

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County personnel shall maintain separate accounting for cash funds and monitor aggregate cash balances of the County and each agency in the Treasury pool, and shall notify the County Administrator or agency management of unhealthy trends in aggregate cash balances. Unhealthy trends may include but are not limited to deferral of cash payments from State, Federal grantors, or other funding sources, significant declines in available aggregate cash balances, or near-deficit aggregate balances. Agencies that are so notified are expected to take immediate action to cure any deficit and improve cash balances. Continuing deficits shall be reported to the Board of Supervisors for further action.

The Chief Financial Officer shall provide quarterly reports on total cash flows and balances of the Treasury Pool to the Financial Oversight Committee.

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J. Authorized Financial Dealers and Qualified Institutions

The County may secure the services of an Investment Advisor. Precautionary contractual language with such an adviser shall include: delivery versus payment methods, third-party custody arrangements, prohibitions against self-dealings, independent audits, and other appropriate internal control measures as deemed necessary by the Chief Financial Officer.

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The County or the County's Investment Advisor shall maintain a list of authorized broker/dealers and financial institutions which are approved for investment transaction purposes, and it shall be the policy of the County to purchase securities only from those authorized institutions or firms. Authorized brokers/dealers must either (i) be classified as Reporting Dealers affiliated with the New York Federal Reserve Bank as Primary Dealers or (ii) be registered to conduct business in the State of California and be licensed by the state as a broker-dealer, as defined in Section 25004 of the Corporations Code.

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No broker/dealer shall be selected which has within any consecutive 48-month period made a political contribution to any member of the Board of Supervisors or to any candidate for these offices in an amount exceeding the limitations contained in Rule G-37 of the Municipal Securities Rulemaking Board.

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K. Permitted Investment Instruments

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- United States Treasury Obligations.** Government obligations for which the full faith and credit of the United States are pledged for the payment of principal and interest.
- Federal Agency Obligations.** Federal agency or United States government-sponsored enterprise obligations, participations, or other instruments, including those issued by or fully guaranteed as to principal and interest by federal agencies or United States government-sponsored enterprises.
- California Municipal Obligations.** Obligations of the State of California, this local agency or any local agency within the state, including bonds payable solely out of revenues from a revenue-producing property owned, controlled or operated by the state, this local agency or any local agency or by a department, board, agency or authority of the state or any local agency that is rated in a rating category of "A" long term or "A-1" short term, the equivalent or higher by a nationally recognized statistical rating organization (NRSRO). Any investment in obligations of this local agency shall be in a ratio proportionate to the County's share of the pooled investments.
- Other 49 State Municipal Securities.** Registered treasury notes or bonds issued by any of the other 49 states, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by a state or by a department, board, agency, or authority of any state that is rated in a rating category of "A" long term or "A-1" short term, the equivalent or higher by a NRSRO.
- Repurchase Agreements.** Agreements to be used solely as short-term investments not to exceed 90 days.

The County may enter into Repurchase Agreements with primary dealers in U.S. Government securities who are eligible to transact business with, and who report to, the Federal Reserve Bank of New York.

The following collateral restrictions will be observed: Only U.S. Treasury securities or Federal Agency securities, as described above in (K)(1) and (K)(2), will be acceptable collateral.

All securities underlying Repurchase Agreements must be delivered to the County's custodian bank versus payment or be handled under a properly executed tri-party repurchase agreement. The total market value of all collateral for each Repurchase Agreement must equal or exceed, 102 percent of the total dollar value of the money invested by the County for the term of the investment. For any Repurchase Agreement with a term of more than one day, the value of the underlying securities must be reviewed at least weekly.

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Market value must be calculated each time there is a substitution of collateral.

The County or its trustee shall have a perfected first security interest under the Uniform Commercial Code in all securities subject to Repurchase Agreement.
The County will have properly executed a PSA agreement with each counter party with which it enters into Repurchase Agreements.

6. **Banker's Acceptances.** Issued by domestic or foreign banks, the short-term paper of which is rated in the highest category by a nationally recognized statistical rating organization (NRSRO).

Purchases of Banker's Acceptances may not exceed 180 days maturity or 40 percent of the County's investment portfolio.

7. **Commercial Paper.** Of prime quality of the highest ranking or of the highest letter and number rating as provided for by a nationally recognized statistical-rating organization (NRSRO). The entity that issues the commercial paper shall meet all of the following conditions shown in either paragraph (A) or paragraph (B):

A. The entity meets the following criteria:

- i. Is organized and operating in the United States as a general corporation.
- ii. Has total assets in excess of five hundred million dollars (\$500,000,000).
- iii. Has debt other than commercial paper, if any, that is rated in a rating category of "A", the equivalent or higher by a nationally recognized statistical-rating organization (NRSRO).

B. The entity meets the following criteria:

- i. Is organized within the United States as a special purpose corporation, trust, or limited liability company.
- ii. Has program wide credit enhancements including, but not limited to, over collateralization, letters of credit, or surety bond.
- iii. Has commercial paper that is rated in a rating category "A-1", the equivalent or higher by a nationally recognized statistical-rating organization (NRSRO).

Purchases of eligible commercial paper may not exceed 270 days maturity. No more than 40 percent of the County's investment portfolio may be invested in eligible commercial paper.

8. **Medium-Term Corporate Notes.** Notes issued by corporations organized and operating within the United States or by depository institutions licensed by the U.S. or any state and operating within the U.S. Medium-term corporate notes shall be rated in a rating category "A", the equivalent or higher by a nationally recognized statistical rating organization (NRSRO). Purchase of medium-term corporate notes may not exceed 30 percent of the County's investment portfolio.

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9. **Non-Negotiable Certificates of Deposit.** FDIC insured or fully collateralized time certificates of deposit in financial institutions located in California, including U.S. branches of foreign banks licensed to do business in California. All time deposits must be collateralized in accordance with California Government Code Section 53651, either at 150% by promissory notes secured by first mortgages and first trust deeds upon improved residential property in California eligible under section (m) or at 110% by eligible marketable securities listed in subsections (a) through (l) and (n) and (o). The County, at its discretion and by majority vote of the Board of Supervisors, on a quarterly basis, may waive the collateralization requirements for any portion of the deposit that is covered by federal insurance. Alternatively, the County may invest in deposits, including certificates of deposit, at a commercial bank, savings bank, savings and loan association, or credit union that uses a private sector entity that assists in the placement of certificates of deposit as provided for in Government Code section 53635.8.
10. **Negotiable Certificates of Deposit.** Negotiable certificates of deposit issued by a nationally or state-chartered bank or a state or federal savings and loan association or by a federally-licensed or a state-licensed branch of a foreign bank that is rated in a rating category of "A" long-term or "A-1 short-term, the equivalent or higher by a nationally recognized statistical rating organization (NRSRO). Purchases of all negotiable certificates of deposit may not exceed 30 percent of the County's investment portfolio.
11. **Local Government Investment Pools.** (Either state-administered or through joint powers statutes and other intergovernmental agreement legislation.) Investments may be maximized to the level allowed by the State and should be reviewed periodically. Investment objectives, limitations, and controls of each pool must be consistent with this policy.
12. **Money Market Funds.** Shares of beneficial interest issued by diversified management companies that are money market mutual funds registered with Securities and Exchange Commission under the Investment Company Act of 1940. To be eligible for investment pursuant to this subdivision these companies shall either: (1) attain the highest ranking letter or numerical rating provided by not less than two of the largest nationally recognized statistical rating organizations or (2) have retained an investment advisor registered or exempt from registration with the Securities and Exchange Commission with not less than five years experience investing in securities and obligations authorized by Government Code Section 53601 and with assets under management in excess of \$500,000,000. Money Market Funds shall not exceed 20 percent of the investment portfolio of the County as recorded at purchase price on date of purchase.
13. **Asset-Backed Securities.** Any mortgage pass-through security, collateralized mortgage obligation, mortgage-backed or other pay-through bond, equipment lease-back certificate, consumer receivable pass-through certificate, or consumer receivable-backed bond. Eligible securities must be rated, by a nationally recognized statistical rating organization, as "AAA", and have a maximum remaining maturity of five years or less. No more than 20 percent of the County's investment portfolio may be invested in this type of security.
14. **Reverse Repurchase Agreements.** Reverse repurchase agreements shall be used primarily as a cash flow management tool and subject to all the following conditions:
 - A. The security to be sold using a reverse repurchase agreement has been owned and fully paid for by the County for a minimum of 30 days prior to sale.

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- B. The total of all reverse repurchase agreements on investments owned by the County does not exceed 20 percent of the base value of the portfolio. The base value of the County's portfolio for this section is defined as that dollar amount obtained by totaling all cash balances placed in the portfolio by all participants, excluding any amounts obtained through selling securities by way of reverse repurchase agreements, securities lending agreements, or other similar borrowing methods.
- C. The agreement does not exceed a term of 92 days, unless the agreement includes a written codicil guaranteeing a minimum earning or spread for the entire period between the sale of a security using a reverse repurchase agreement and the final maturity date of the same security.
- D. Funds obtained or funds within the pool of an equivalent amount to that obtained from selling a security to a counterparty using a reverse repurchase agreement shall not be used to purchase another security with a maturity longer than 92 days from the initial settlement date of the reverse repurchase agreement, unless the reverse repurchase agreement includes a written codicil guaranteeing a minimum earning or spread for the entire period between the sale of a security using a reverse repurchase agreement and the final maturity date of the same security.
- E. Investments in reverse repurchase agreements or similar investments in which the County sells securities prior to purchase with a simultaneous agreement to repurchase the security shall be made only with primary dealers of the Federal Reserve Bank of New York or with a nationally or state-chartered bank that has or has had a significant banking relationship with a local agency. A significant banking relationship is defined by any of the following activities of a bank:
 - i. Involvement in the creation, sale, purchase, or retirement of the County's bonds, warrants, notes, or other evidence of indebtedness.
 - ii. Financing of the County's activities.
 - iii. Acceptance of the County's securities or funds as deposits.

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15. **Supranationals.** United States dollar denominated senior unsecured unsubordinated obligations issued or unconditionally guaranteed by the International Bank for Reconstruction and Development (IBRD), International Finance Corporation (IFC), or Inter-American Development Bank (IADB), with a maximum remaining maturity of five years or less, and eligible for purchase and sale within the United States. Investments under this subdivision shall be rated in a rating category of "AA", the equivalent or higher by a NRSRO. Purchases of these securities shall not exceed 30 percent of the County's portfolio.

The Chief Financial Officer may make permitted investments (as described above) pursuant to the California Government Code (including Section 53601 et. seq.) or deposit funds for safekeeping in state or national banks, savings association, credit unions, or federal insured industrial loan companies (as described in Section 53635.2).

Credit criteria listed in this section refers to the credit of the issuing organization at the time the security is purchased. Should a security owned by the County be downgraded below "A" the Investment Advisor shall immediately notify the Chief Financial Officer who will report to the Board of Supervisors, at their next regularly scheduled meeting, the circumstances of the downgrade and any action taken or recommended.

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M. Ineligible Investments

The County shall not invest any funds in inverse floaters, range notes, or interest-only strips that are derived from a pool of mortgages, or in any security that could result in zero interest accrual if held to maturity. Any other security not specifically permitted by Section K is prohibited.

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N. Maximum Maturity

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Investment maturities shall be based on a review of cash flow forecasts. Maturities will be scheduled so as to permit the County to meet all projected obligations.

Unless otherwise specified in this policy or authorized by the Board of Supervisors, no investment shall be made in any security, other than a security underlying a repurchase agreement as authorized by this policy that at the time of the investment has a term remaining to maturity in excess of five years.

The Board of Supervisors has specifically approved investment maturities beyond five years for certain three long-term portfolios: Yolo County Landfill Closure Trust Fund, the Yolo County Cache Creek Maintenance and Remediation Fund, and the Demeter Endowment (funds deallocated from the Ceres Tobacco Endowment Fund).

O. Diversification & Percentage Limitations

The County shall limit the County's investments in any one issuer to no more than 5 percent of the County's total investments at the time of purchase, except for U.S. Treasuries, Federal Agencies, supranationals, repurchase and reverse repurchase agreements, and pooled investments such as local government investment pools, LAIF, and money market funds

All percentage limitations apply at the time of the investment (purchase date).

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Q. Reporting Requirements

The Chief Financial Officer shall render a quarterly investment report to the Board of Supervisors that includes, at a minimum, the following information for each investment:

- Type of investment instrument (e.g., U.S. Treasury note, Federal Agency note)
- Issuer name (e.g., General Electric Capital Corp.)
- Credit quality
- Purchase date
- Maturity date
- Par value
- Purchase price
- Current market value and the source of the valuation
- Current amortized or book value
- Accrued interest
- Original yield to maturity
- Overall portfolio yield based on cost
- New investment transactions

The quarterly report shall (i) state compliance of the portfolio to the statement of investment policy, or manner in which the portfolio is not in compliance, (ii) include a description of any of the County's funds, investments or programs that are under the management of contracted parties, including lending programs, and (iii) include a statement explaining the ability of the County to meet its cash flows requirements for the next six months, or provide an explanation as to why sufficient money shall, or may, not be available.

This quarterly report shall be available within 30 days following the end of the quarter, and submitted to the Board of Supervisors at the earliest reasonable opportunity, with copies published and available to all pool participants.

R. Annual Review of Investment Policy

The Chief Financial Officer shall annually prepare an investment policy that will be reviewed by the County Financial Oversight Committee and submitted to the Board of Supervisors for approval in a public meeting. Any change to the investment policy shall be reviewed and approved by the Board in a public meeting.

S. Safekeeping and Custody

All securities, whether negotiable, bearer, registered or non-registered shall be delivered either by book entry or physical delivery to the County's third party custodian.

Monthly safekeeping statements are received from custodians where securities are held. Authorized personnel, other than the person handling daily investments, shall review the statements to confirm that investment transactions have settled and been delivered to the County's third party custodian.

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T. Apportionment of Earnings and Costs

The manner of calculating and apportioning the cost of investing, depositing, banking, auditing, reporting, or otherwise handling or managing funds is as follows:

Investment earnings shall be apportioned to all pool participants quarterly based upon the ratio of the average daily balance of each individual fund to the average daily balance of all funds in the investment pool. Earnings are computed on an accrual basis and the effective date that earnings are deposited into each fund is the first day of the following quarter (January 1, April 1, July 1, and October 1).

Direct and Administrative (including indirect) costs associated with investing, depositing, banking, auditing, reporting, safekeeping, or otherwise handling or managing funds shall be netted against any moneys received pursuant to state mandated reimbursements and deducted from the gross investment earnings in the quarter received.

U. Criteria for Considering Requests to Withdraw Funds

Withdrawal of funds from county treasurer pool may occur pursuant to Government Code Section 27136 and approval of the Board of Supervisors.

Assessment of the effect of a proposed withdrawal on the stability and predictability of the investment in the County Pool will be based on the following criteria:

- Size of withdrawal
- Size of remaining balances of:
 - Pool
 - Agency
- Current market conditions
- Duration of withdrawal
- Effect on predicted cash flows
- A determination if there will be sufficient balances remaining to cover costs
- Proof that adequate information has been supplied in order to make a proper finding that other pool participants will not be adversely affected.

The Chief Financial Officer reserves the right to mark a fund balance to market value prior to allowing a withdrawal if it is deemed necessary to be equitable to the remaining funds.

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County of Yolo
Administrative Policies and Procedures Manual

TITLE: INVESTMENT POLICY	DEPARTMENT: FINANCIAL SERVICES
TYPE: POLICY	DATE: <u>DECEMBER 17, 2019</u>

Deleted: - 2020

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W. Terms and Conditions for Non-Statutory Combined Pool Participants

All entities qualifying under California Government Code Section 27133 (g) may deposit funds for investment purposes providing all of the following has been accomplished: (1) the agency's administrative body has requested the privilege, (2) has agreed to terms and conditions of an investment agreement as prescribed by the County's Board of Supervisors, (3) has by resolution identified the authorized officer acting on behalf of the agency; and (4) the Chief Financial Officer has prescribed the appropriate accounting procedures.

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X. Audit

Annual Compliance Audit - The Financial Oversight Committee is not designated a Treasury Oversight Committee however the FOC may cause an annual audit pursuant to Government Code section 27134 at its discretion which may include issues relating to the structure of the investment portfolio and risk. The costs of complying with this article shall be County charges and may be included with those charges enumerated under Section 27013.

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Quarterly Review and Annual Financial Audit - The Chief Financial Officer shall cause quarterly reviews to be made of the Treasury Division records relative to the type and amount of assets in the treasury, pursuant to Government Code sections 26920 - 26923. The Chief Financial Officer shall also cause an annual financial audit to be made of the Treasury Division's records as of June 30. In addition to an opinion on the statement of assets held in the treasury this audit shall include a review of the adequacy of internal controls.

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The annual compliance audit and the annual financial audit may be combined.

The Chief Financial Officer shall report audits that contain significant audit findings to the Audit Committee of the Board of Supervisors immediately and to the full Board at the earliest reasonable opportunity. Copies of the audit reports shall be provided to the Financial Oversight Committee.

All audit recommendations shall be addressed timely and in a manner acceptable to the Board of Supervisors' Audit Committee.

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County of Yolo Administrative Policies and Procedures Manual

TITLE: Investment Policy

Department: Financial Services

TYPE: POLICY

DATE: December 15, 2020

A. PURPOSE

This document is known as the annual investment policy and represents the policies of the Board of Supervisors of the County of Yolo related to the investment of funds under the control of the Chief Financial Officer. The office of the Auditor-Controller and the Treasurer-Tax Collector have been consolidated. All statutory duties, responsibilities, and budgets of the Auditor-Controller and Treasurer-Tax Collector are consolidated into the office known as the Chief Financial Officer as per Yolo County code section 2-5.113 effective January 5, 2015.

The Department of Financial Services was established to consolidate and perform all functions of the offices of the Auditor, Controller, Tax Collector, and Treasurer, and any other county-wide fiscal functions directed by the board as per county code sec. 2-5.2001.

This policy is prepared annually by the Chief Financial Officer in accordance with the California Government Code and prudent asset management principles. Pursuant to Government Code sections 27133 and 53646 this policy has been reviewed by the Financial Oversight Committee and approved by the Board of Supervisors at a public meeting.

B. APPLICABILITY

This policy will cover the period of January 1, 2021 through December 31, 2021.

This policy applies to the cash management and investment activities performed by County personnel and officials for any local agency, public agency, public entity or public official that has funds on deposit in the county treasury pool. The terms "County" and "county treasury pool" are used interchangeably and include all such funds so invested.

The investment of bond proceeds will be governed by the provisions of relevant bond and related legal documents.

The investment of endowment funds will be governed by the underlying laws, regulations and specific governmental approvals under those laws pursuant to which the endowments were created. Endowment fund investments will primarily focus on the preservation of principal and use of investment income for operational purpose.

The investment of the Section 115 Trusts related to OPEB and Pension will be invested in compliance with the County Policies on "Accounting, Funding and Recovery of OPEB Costs" and the "Pension Funding Policy" and legal documents associated with the Section 115 Trusts.

County of Yolo Administrative Policies and Procedures Manual

C. STANDARD OF CARE

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

The standard of prudence to be used by investment officials shall be the "prudent investor" standard which states that "when investing, reinvesting, purchasing, acquiring, exchanging, selling, or managing public funds, a trustee shall act with care, skill, prudence, and diligence under the circumstances then prevailing, including, but not limited to, the general economic conditions and the anticipated needs of the agency, that a prudent person acting in a like capacity and familiarity with those matters would use in the conduct of funds of a like character and with like aims, to safeguard the principal and maintain the liquidity needs of the agency.

This standard shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and the investment policy and exercising due diligence shall be relieved of personal responsibility for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and appropriate action is taken to control adverse developments.

D. PUBLIC TRUST

All participants in the investment process shall seek to act responsibly as custodians of the public trust. Investment officials shall avoid any transaction that might impair public confidence in the County's ability to govern effectively

E. OBJECTIVES

The primary objectives, in descending priority order, of the investment activities of the County shall be:

1. **Safety**. Safety of principal is the foremost objective of the investment program. Investments of the County shall be undertaken in a manner that seeks to ensure preservation of capital in the portfolio.
2. **Liquidity**. The investment portfolio shall be maintained in such a manner as to provide sufficient liquidity to meet the operating requirements of any of the participants.
3. **Return on Investment**. The investment portfolio of the County shall be designed with the objective of attaining a market rate of return on its investments consistent with the constraints imposed by its safety objective and liquidity considerations.

F. DELEGATION OF AUTHORITY

Subject to Section 53607 the authority of the Board of Supervisors to invest or to reinvest funds of the pooled investments, or to sell or exchange securities so purchased, may be delegated for a one-year period by ordinance in accordance with Government Code Sections 27000.1 and 27000.3.

The Board of Supervisors has designated the Chief Financial Officer as its agent authorized to make investment decisions in consultation with the Finance and Investment Committee of the Board after considering the strategy proposed by the investment advisor.

County of Yolo Administrative Policies and Procedures Manual

G. ETHICS AND CONFLICT OF INTEREST

Individuals performing the investment function and members of the Financial Oversight Committee (FOC) shall maintain the highest standards of conduct.

County Officers and employees involved in the investment process shall refrain from personal business activities that could conflict with proper execution of the investment program, or which could impair their ability to make impartial decisions. These individuals should follow the Code of Ethics for Procurement approved by the Board of Supervisors and comply with all relevant provisions of the Political Reform Act, especially the requirements of Chapter 7 – Conflict of Interest and Chapter 9.5 – Ethics. The key requirements are listed below:

1. Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could affect their ability to make impartial decisions.
2. Officers and employees shall refrain from undertaking personal investment transactions with the same individual with whom business is conducted on behalf of the County.
3. Officers and employees shall not accept gifts or gratuities with a value exceeding \$500 in any one year from any bank, broker, dealer, or any other person, firm, or organization who conducts business with the Department of Financial Services.
4. No person with investment decision-making authority in the County Administrator's office or the Department of Financial Services may serve on the board of directors or any committee appointed by the board or the credit committee or supervisory committee of a state or federal credit union which is a depository for County funds.

The Financial Oversight Committee Charter includes the following requirements for members of the committee:

1. A member shall disclose to the committee at a regular meeting any activities that directly or indirectly raised money for a member of the governing board of any local agency that has deposited funds in the County Treasury while a member of the committee. For purposes of this subsection, raising money includes soliciting, receiving, or controlling campaign funds of a candidate, but not the member's individual campaign contributions or non-financial support. This section does not apply to a member raising money for his or her own campaign.
2. A member shall disclose to the Committee at a regular meeting any contributions, in the previous three years or during the period that the employee is a member of the committee, by an employer to the campaign of a candidate to be a member of a legislative body of any local agency that has deposited funds in the County Treasury.
3. A member cannot secure employment with, or be employed by, bond underwriters, bond counsel, security brokerages or dealers, financial services firms, financial institutions, and municipal advisors with whom the County is doing business during the member's Financial Oversight Committee membership period or for one year after leaving the Financial Oversight Committee. This subsection only applies to employment or soliciting employment, and not other relationships with such companies with whom the County is doing business.

County of Yolo Administrative Policies and Procedures Manual

4. A member shall disclose to the Committee any honoraria, gifts, and gratuities from advisors, brokers, dealers, bankers, or other persons who conduct business with the Department of Financial Services while a member of the Committee. All members shall also comply with the requirements of the Political Reform Act or any other law or regulation regarding to receipt and disclosure of financial benefits and conflicts.

H. INTERNAL CONTROLS

Internal control procedures shall be established and maintained by the Department of Financial Services that provide reasonable assurance that the investment objectives are met and to ensure that the assets are protected from loss, theft, misuse, or mismanagement. The internal controls shall be reviewed as part of the regular annual independent audit. The controls and procedures shall be designed to prevent employee error, misrepresentations by third parties, and imprudent or illegal actions by employees or officers of the County.

I. CASH MANAGEMENT

In determining the amount that can be invested County personnel shall take into account the liquidity needs of the County and the agencies in the Treasury pool, and shall take reasonable steps to ensure that cash flow requirements of the County and pool participants are met for the next six months, barring unforeseen actions from the State Controller or other funding sources, such as deferral of cash payments.

County personnel shall maintain separate accounting for cash funds and monitor aggregate cash balances of the County and each agency in the Treasury pool, and shall notify the County Administrator or agency management of unhealthy trends in aggregate cash balances. Unhealthy trends may include but are not limited to deferral of cash payments from State, Federal grantors, or other funding sources, significant declines in available aggregate cash balances, or near-deficit aggregate balances. Agencies that are so notified are expected to take immediate action to cure any deficit and improve cash balances. Continuing deficits shall be reported to the Board of Supervisors for further action.

The Chief Financial Officer shall provide quarterly reports on total cash flows and balances of the Treasury Pool to the Financial Oversight Committee.

J. AUTHORIZED FINANCIAL DEALERS AND QUALIFIED INSTITUTIONS

The County may secure the services of an Investment Advisor. Precautionary contractual language with such an adviser shall include: delivery versus payment methods, third-party custody arrangements, prohibitions against self-dealings, independent audits, and other appropriate internal control measures as deemed necessary by the Chief Financial Officer.

The County or the County's Investment Advisor shall maintain a list of authorized broker/dealers and financial institutions which are approved for investment transaction purposes, and it shall be the policy of the County to purchase securities only from those authorized institutions or firms. Authorized brokers/dealers must either (i) be classified as Reporting Dealers affiliated with the New York Federal Reserve Bank as Primary Dealers or (ii) be registered to conduct business in the State of California and be licensed by the state as a broker-dealer, as defined in Section 25004 of the Corporations Code.

No broker/dealer shall be selected which has within any consecutive 48-month period made a political contribution to any member of the Board of Supervisors or to any candidate for these offices in an amount exceeding the limitations contained in Rule G-37 of the Municipal Securities Rulemaking Board.

County of Yolo Administrative Policies and Procedures Manual

K. PERMITTED INVESTMENT INSTRUMENTS

1. United States Treasury Obligations. Government obligations for which the full faith and credit of the United States are pledged for the payment of principal and interest.
2. Federal Agency Obligations. Federal agency or United States government-sponsored enterprise obligations, participations, or other instruments, including those issued by or fully guaranteed as to principal and interest by federal agencies or United States government-sponsored enterprises.
3. California Municipal Obligations. Obligations of the State of California, this local agency or any local agency within the state, including bonds payable solely out of revenues from a revenue-producing property owned, controlled or operated by the state, this local agency or any local agency or by a department, board, agency or authority of the state or any local agency that is rated in a rating category of "A" long term or "A-1" short term, the equivalent or higher by a nationally recognized statistical rating organization (NRSRO). Any investment in obligations of this local agency shall be in a ratio proportionate to the County's share of the pooled investments.
4. Other 49 State Municipal Securities. Registered treasury notes or bonds issued by any of the other 49 states, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by a state or by a department, board, agency, or authority of any state that is rated in a rating category of "A" long term or "A-1" short term, the equivalent or higher by a NRSRO.
5. Repurchase Agreements. Agreements to be used solely as short-term investments not to exceed 90 days.

The County may enter into Repurchase Agreements with primary dealers in U.S. Government securities who are eligible to transact business with, and who report to, the Federal Reserve Bank of New York.

The following collateral restrictions will be observed: Only U.S. Treasury securities or Federal Agency securities, as described above in (K)(1) and (K)(2), will be acceptable collateral.

All securities underlying Repurchase Agreements must be delivered to the County's custodian bank versus payment or be handled under a properly executed tri-party repurchase agreement. The total market value of all collateral for each Repurchase Agreement must equal or exceed, 102 percent of the total dollar value of the money invested by the County for the term of the investment. For any Repurchase Agreement with a term of more than one day, the value of the underlying securities must be reviewed at least weekly.

Market value must be calculated each time there is a substitution of collateral.

The County or its trustee shall have a perfected first security interest under the Uniform Commercial Code in all securities subject to Repurchase Agreement.

The County will have properly executed a PSA agreement with each counter party with which it enters into Repurchase Agreements.

6. Banker's Acceptances. Issued by domestic or foreign banks, the short-term paper of which is rated in the highest category by a nationally recognized statistical rating organization (NRSRO).

County of Yolo Administrative Policies and Procedures Manual

Purchases of Banker's Acceptances may not exceed 180 days maturity or 40 percent of the County's investment portfolio.

7. Commercial Paper. Of prime quality of the highest ranking or of the highest letter and number rating as provided for by a nationally recognized statistical-rating organization (NRSRO). The entity that issues the commercial paper shall meet all of the following conditions shown in either paragraph (A) or paragraph (B):
 - a. The entity meets the following criteria:
 - i. Is organized and operating in the United States as a general corporation.
 - ii. Has total assets in excess of five hundred million dollars (\$500,000,000).
 - iii. Has debt other than commercial paper, if any, that is rated in a rating category of "A", the equivalent or higher by a nationally recognized statistical-rating organization (NRSRO).
 - b. The entity meets the following criteria:
 - i. Is organized within the United States as a special purpose corporation, trust, or limited liability company.
 - ii. Has program wide credit enhancements including, but not limited to, over collateralization, letters of credit, or surety bond.
 - iii. Has commercial paper that is rated in a rating category "A-1", the equivalent or higher by a nationally recognized statistical-rating organization (NRSRO).

Purchases of eligible commercial paper may not exceed 270 days maturity. No more than 40 percent of the County's investment portfolio may be invested in eligible commercial paper.

8. Medium-Term Corporate Notes. Notes issued by corporations organized and operating within the United States or by depository institutions licensed by the U.S. or any state and operating within the U.S. Medium-term corporate notes shall be rated in a rating category "A", the equivalent or higher by a nationally recognized statistical rating organization (NRSRO). Purchase of medium-term corporate notes may not exceed 30 percent of the County's investment portfolio.
9. Non-Negotiable Certificates of Deposit. FDIC insured or fully collateralized time certificates of deposit in financial institutions located in California, including U.S. branches of foreign banks licensed to do business in California. All time deposits must be collateralized in accordance with California Government Code Section 53651, either at 150% by promissory notes secured by first mortgages and first trust deeds upon improved residential property in California eligible under section (m) or at 110% by eligible marketable securities listed in subsections (a) through (l) and (n) and (o). The County, at its discretion and by majority vote of the Board of Supervisors, on a quarterly basis, may waive the collateralization requirements for any portion of the deposit that is covered by federal insurance. Alternatively, the County may invest in deposits, including certificates of deposit, at a commercial bank, savings bank, savings and loan association, or credit union that uses a private sector entity that assists in the placement of certificates of deposit as provided for in Government Code section 53635.8.

County of Yolo Administrative Policies and Procedures Manual

10. Negotiable Certificates of Deposit. Negotiable certificates of deposit issued by a nationally or state-chartered bank or a state or federal savings and loan association or by a federally-licensed or a state-licensed branch of a foreign bank that is rated in a rating category of "A" long-term or "A-1" short-term, the equivalent or higher by a nationally recognized statistical rating organization (NRSRO). Purchases of all negotiable certificates of deposit may not exceed 30 percent of the County's investment portfolio.
11. Local Government Investment Pools. (Either state-administered or through joint powers statutes and other intergovernmental agreement legislation.) Investments may be maximized to the level allowed by the State and should be reviewed periodically. Investment objectives, limitations, and controls of each pool must be consistent with this policy.
12. Money Market Funds. Shares of beneficial interest issued by diversified management companies that are money market mutual funds registered with Securities and Exchange Commission under the Investment Company Act of 1940. To be eligible for investment pursuant to this subdivision these companies shall either: (1) attain the highest ranking letter or numerical rating provided by not less than two of the largest nationally recognized statistical rating organizations or (2) have retained an investment advisor registered or exempt from registration with the Securities and Exchange Commission with not less than five years experience investing in securities and obligations authorized by Government Code Section 53601 and with assets under management in excess of \$500,000,000. Money Market Funds shall not exceed 20 percent of the investment portfolio of the County as recorded at purchase price on date of purchase.
13. Asset-Backed Securities. Any mortgage pass-through security, collateralized mortgage obligation, mortgage-backed or other pay-through bond, equipment lease-back certificate, consumer receivable pass-through certificate, or consumer receivable-backed bond. Eligible securities must be rated, by a nationally recognized statistical rating organization, as "AAA", and have a maximum remaining maturity of five years or less. No more than 20 percent of the County's investment portfolio may be invested in this type of security.
14. Reverse Repurchase Agreements. Reverse repurchase agreements shall be used primarily as a cash flow management tool and subject to all the following conditions
 - a. The security to be sold using a reverse repurchase agreement has been owned and fully paid for by the County for a minimum of 30 days prior to sale.
 - b. The total of all reverse repurchase agreements on investments owned by the County does not exceed 20 percent of the base value of the portfolio. The base value of the County's portfolio for this section is defined as that dollar amount obtained by totaling all cash balances placed in the portfolio by all participants, excluding any amounts obtained through selling securities by way of reverse repurchase agreements, securities lending agreements, or other similar borrowing methods.
 - c. The agreement does not exceed a term of 92 days, unless the agreement includes a written codicil guaranteeing a minimum earning or spread for the entire period between the sale of a security using a reverse repurchase agreement and the final maturity date of the same security.
 - d. Funds obtained or funds within the pool of an equivalent amount to that obtained from selling a security to a counterparty using a reverse repurchase agreement shall not be used to purchase another security with a maturity longer than 92 days from the initial settlement date of the reverse repurchase agreement, unless the reverse repurchase agreement includes a written

County of Yolo Administrative Policies and Procedures Manual

codicil guaranteeing a minimum earning or spread for the entire period between the sale of a security using a reverse repurchase agreement and the final maturity date of the same security.

- e. Investments in reverse repurchase agreements or similar investments in which the County sells securities prior to purchase with a simultaneous agreement to repurchase the security shall be made only with primary dealers of the Federal Reserve Bank of New York or with a nationally or state-chartered bank that has or has had a significant banking relationship with a local agency. A significant banking relationship is defined by any of the following activities of a bank:
 - i. Involvement in the creation, sale, purchase, or retirement of the County's bonds, warrants, notes, or other evidence of indebtedness.
 - ii. Financing of the County's activities.
 - iii. Acceptance of the County's securities or funds as deposits.

15. Supranationals. United States dollar denominated senior unsecured unsubordinated obligations issued or unconditionally guaranteed by the International Bank for Reconstruction and Development (IBRD), International Finance Corporation (IFC), or Inter-American Development Bank (IADB), with a maximum remaining maturity of five years or less, and eligible for purchase and sale within the United States. Investments under this subdivision shall be rated in a rating category of "AA", the equivalent or higher by a NRSRO. Purchases of these securities shall not exceed 30 percent of the County's portfolio.

The Chief Financial Officer may make permitted investments (as described above) pursuant to the California Government Code (including Section 53601 et. seq.) or deposit funds for safekeeping in state or national banks, savings association, credit unions, or federal insured industrial loan companies (as described in Section 53635.2).

Credit criteria listed in this section refers to the credit of the issuing organization at the time the security is purchased. Should a security owned by the County be downgraded below "A" the Investment Advisor shall immediately notify the Chief Financial Officer who will report to the Board of Supervisors, at their next regularly scheduled meeting, the circumstances of the downgrade and any action taken or recommended.

L. INELIGIBLE INVESTMENTS

The County shall not invest any funds in inverse floaters, range notes, or interest-only strips that are derived from a pool of mortgages, or in any security that could result in zero interest accrual if held to maturity.

Effective January 1, 2021, the County may invest in securities issued by, or backed by, the United States government that could result in zero- or negative-interest accrual if held to maturity, in the event of, and for the duration of, a period of negative market interest rates. The County may hold these instruments until their maturity dates. Securities described in this paragraph shall remain in effect only until January 1, 2026, and as of that date is repealed.

Any other security not specifically permitted by Section K is prohibited.

M. MAXIMUM MATURITY

Investment maturities shall be based on a review of cash flow forecasts. Maturities will be scheduled so as to permit the County to meet all projected obligations.

County of Yolo Administrative Policies and Procedures Manual

Unless otherwise specified in this policy or authorized by the Board of Supervisors, no investment shall be made in any security, other than a security underlying a repurchase agreement as authorized by this policy that at the time of the investment has a term remaining to maturity in excess of five years.

The Board of Supervisors has specifically approved investment maturities beyond five years for certain three long-term portfolios: Yolo County Landfill Closure Trust Fund, the Yolo County Cache Creek Maintenance and Remediation Fund, and the Demeter Endowment (funds deallocated from the Ceres Tobacco Endowment Fund).

N. DIVERSIFICATION & PERCENTAGE LIMITATIONS

The County shall limit the County's investments in any one issuer to no more than 5 percent of the County's total investments at the time of purchase, except for U.S. Treasuries, Federal Agencies, Supranationals, repurchase and reverse repurchase agreements, and pooled investments such as local government investment pools, LAIF, and money market funds

All percentage limitations apply at the time of the investment (purchase date).

O. REPORTING REQUIREMENTS

The Chief Financial Officer shall render a quarterly investment report to the Board of Supervisors that includes, at a minimum, the following information for each investment:

- Type of investment instrument (e.g., U.S. Treasury note, Federal Agency note)
- Issuer name (e.g., General Electric Capital Corp.)
- Credit quality
- Purchase date
- Maturity date
- Par value
- Purchase price
- Current market value and the source of the valuation
- Current amortized or book value
- Accrued interest
- Original yield to maturity
- Overall portfolio yield based on cost
- New investment transactions

The quarterly report shall (i) state compliance of the portfolio to the statement of investment policy, or manner in which the portfolio is not in compliance, (ii) include a description of any of the County's funds, investments or programs that are under the management of contracted parties, including lending programs, and (iii) include a statement explaining the ability of the County to meet its cash flows requirements for the next six months, or provide an explanation as to why sufficient money shall, or may, not be available.

This quarterly report shall be available within 30 days following the end of the quarter, and submitted to the Board of Supervisors at the earliest reasonable opportunity, with copies published and available to all pool participants

County of Yolo Administrative Policies and Procedures Manual

P. ANNUAL REVIEW OF INVESTMENT POLICY

The Chief Financial Officer shall annually prepare an investment policy that will be reviewed by the County Financial Oversight Committee and submitted to the Board of Supervisors for approval in a public meeting. Any change to the investment policy shall be reviewed and approved by the Board in a public meeting.

Q. SAFEKEEPING AND CUSTODY

All securities, whether negotiable, bearer, registered or non-registered shall be delivered either by book entry or physical delivery to the County's third party custodian.

Monthly safekeeping statements are received from custodians where securities are held. Authorized personnel, other than the person handling daily investments, shall review the statements to confirm that investment transactions have settled and been delivered to the County's third party custodian.

R. APPORTIONMENT OF EARNINGS AND COSTS

The manner of calculating and apportioning the cost of investing, depositing, banking, auditing, reporting, or otherwise handling or managing funds is as follows:

Investment earnings shall be apportioned to all pool participants quarterly based upon the ratio of the average daily balance of each individual fund to the average daily balance of all funds in the investment pool. Earnings are computed on an accrual basis and the effective date that earnings are deposited into each fund is the first day of the following quarter (January 1, April 1, July 1, and October 1).

Direct and Administrative (including indirect) costs associated with investing, depositing, banking, auditing, reporting, safekeeping, or otherwise handling or managing funds shall be netted against any moneys received pursuant to state mandated reimbursements and deducted from the gross investment earnings in the quarter received.

S. CRITERIA FRO CONSIDERING REQUEST TO WITHDRAW FUNDS

Withdrawal of funds from county treasurer pool may occur pursuant to Government Code Section 27136 and approval of the Board of Supervisors.

Assessment of the effect of a proposed withdrawal on the stability and predictability of the investment in the County Pool will be based on the following criteria:

- Size of withdrawal
- Size of remaining balances of:
 - Pool
 - Agency
- Current market conditions
- Duration of withdrawal
- Effect on predicted cash flows
- A determination if there will be sufficient balances remaining to cover costs
- Proof that adequate information has been supplied in order to make a proper finding that other pool participants will not be adversely affected.

The Chief Financial Officer reserves the right to mark a fund balance to market value prior to allowing a

County of Yolo Administrative Policies and Procedures Manual

withdrawal if it is deemed necessary to be equitable to the remaining funds.

T. TERMS AND CONDITIONS FOR NON-STATUTORY COMBINED POOL PARTICIPANTS

All entities qualifying under California Government Code Section 27133 (g) may deposit funds for investment purposes providing all of the following has been accomplished: (1) the agency's administrative body has requested the privilege, (2) has agreed to terms and conditions of an investment agreement as prescribed by the County's Board of Supervisors, (3) has by resolution identified the authorized officer acting on behalf of the agency; and (4) the Chief Financial Officer has prescribed the appropriate accounting procedures.

U. AUDIT

1. Annual Compliance Audit - The Financial Oversight Committee is not designated a Treasury Oversight Committee however the FOC may cause an annual audit pursuant to Government Code section 27134 at its discretion which may include issues relating to the structure of the investment portfolio and risk. The costs of complying with this article shall be County charges and may be included with those charges enumerated under Section 27013.
2. Quarterly Review and Annual Financial Audit – The Chief Financial Officer shall cause quarterly reviews to be made of the Treasury Division records relative to the type and amount of assets in the treasury, pursuant to Government Code sections 26920 - 26923. The Chief Financial Officer shall also cause an annual financial audit to be made of the Treasury Division's records as of June 30. In addition to an opinion on the statement of assets held in the treasury this audit shall include a review of the adequacy of internal controls.

The annual compliance audit and the annual financial audit may be combined.

The Chief Financial Officer shall report audits that contain significant audit findings to the Audit Committee of the Board of Supervisors immediately and to the full Board at the earliest reasonable opportunity. Copies of the audit reports shall be provided to the Financial Oversight Committee.

All audit recommendations shall be addressed timely and in a manner acceptable to the Board of Supervisors' Audit Committee.

8. 10. Yolo County Office of Education Audit Report June 30, 2020 

Description

Jeff Nigro from Nigro & Nigro will be present to review the Audit Report for the year ending June 30, 2020. Debra Hinely, Director, Internal Business Services and Crissy Huey, Associate Superintendent, Administrative Services, will also be available to assist in answering any questions.

Recommendation

This item is being presented as information.

Supporting Documents



Yolo COE Audit Report 2020.pdf

Contact Person

Debra Hinely, Director, Internal Business Services and Crissy Huey, Associate Superintendent, Administrative Services, are presenting this item.

YOLO COUNTY OFFICE OF EDUCATION
YOLO COUNTY
AUDIT REPORT
For the Fiscal Year Ended
June 30, 2020

NIGRO & NIGRO^{PC}

YOLO COUNTY OFFICE OF EDUCATION

For the Fiscal Year Ended June 30, 2020

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YOLO COUNTY OFFICE OF EDUCATION

For the Fiscal Year Ended June 30, 2020

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Financial Section

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INDEPENDENT AUDITORS' REPORT

Board of Education
Yolo County Office of Education
Woodland, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Yolo County Office of Education, as of and for the fiscal year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the County's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Yolo County Office of Education, as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters*Required Supplementary Information*

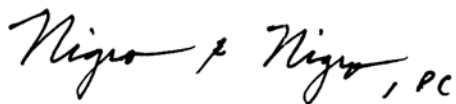
Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, schedule of proportionate share of the net pension liability, schedule of pension contributions, schedule of changes in the County's total OPEB liability and related ratios, schedule of the County's proportionate share of the net OPEB liability-MPP Program, and the notes to the required supplementary information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the County's basic financial statements. The supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements. The supplementary information on pages 68 to 71 and the schedule of expenditures of federal awards on page 72 are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole. The information on pages 67 and 73 has not been subjected to the auditing procedures applied in the audit of the basic financial statements and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 21, 2021, on our consideration of the County's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the County's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the County's internal control over financial reporting and compliance.



Murrieta, California
January 21, 2021

YOLO COUNTY OFFICE OF EDUCATION
Management’s Discussion and Analysis (Unaudited)
For the Fiscal Year Ended June 30, 2020

This discussion and analysis of Yolo County Office of Education’s financial performance provides an overview of the County’s financial activities for the fiscal year ended June 30, 2020. Please read it in conjunction with the County’s financial statements, which immediately follow this section.

FINANCIAL HIGHLIGHTS

- The County’s financial status decreased overall as a result of this year’s operations. Net position of governmental activities decreased by \$2.1 million.
- Governmental expenses were approximately \$46.5 million. Revenues were approximately \$44.4 million.
- The County spent approximately \$0.9 million in new capital assets during the year.
- The County decreased its outstanding long-term debt other than pensions by \$218,731.
- Average daily attendance (ADA) in county programs decreased by 29, or 28% over the past two years.
- Governmental funds decreased by \$291,331, or 1.9%.
- Reserves for the General Fund decreased by \$71,302, or 8.9%. Revenues were \$23.7 million and expenditures were \$24.1 million.

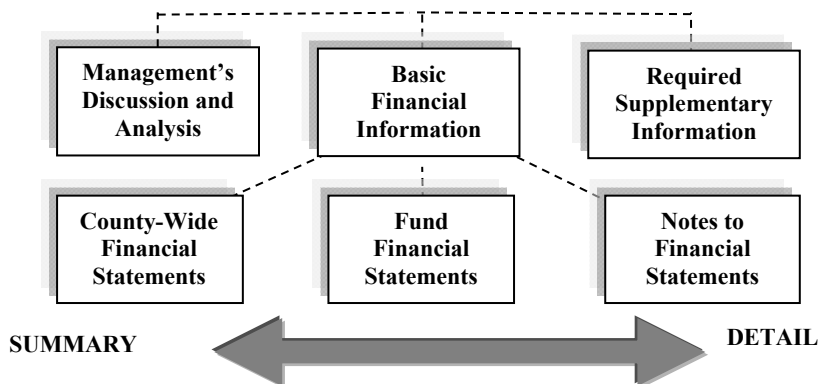
OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts – management discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two kinds of statements that present different views of the County:

- The first two statements are *County-wide financial* statements that provide both short-term and long-term information about the County’s overall financial status.
- The remaining statements are *fund financial* statements that focus on individual parts of the County, reporting the County’s operations in more detail than the County-wide statements.
 - The *governmental funds* statements tell how basic services like regular and special education were financed in the short term as well as what remains for future spending.
 - Short and long-term financial information about the activities of the County that operate like businesses (self-insurance funds) are provided in the *proprietary funds* statements.
 - *Fiduciary funds* statement provides information about the financial relationships in which the County acts solely as a trustee or agent for the benefit of others to whom the resources belong.

The financial statements also include *notes* that explain some of the information in the statements and provide more detailed data. Figure A-1 shows how the various parts of this annual report are arranged and related to one another.

Figure A-1. Organization of Yolo County Office of Education’s Annual Financial Report



YOLO COUNTY OFFICE OF EDUCATION
Management's Discussion and Analysis (Unaudited)
For the Fiscal Year Ended June 30, 2020

OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

The remainder of this overview section of management's discussion and analysis highlights the structure and contents of each of the statements.

County-Wide Statements

The County-wide statements report information about the County as a whole using accounting methods similar to those used by private-sector companies. The Statement of Net Position includes all of the County's assets and liabilities. All of the current year's revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid.

The two County-wide statements report the County's net position and how it has changed. Net position – the difference between the County's assets and deferred outflows of resources and liabilities and deferred inflows of resources – is one way to measure the County's financial health, or *position*.

- Over time, increases and decreases in the County's net position are an indicator of whether its financial position is improving or deteriorating, respectively.
- To assess the overall health of the County, you need to consider additional nonfinancial factors such as changes in the County's demographics and the condition of school buildings and other facilities.
- In the County-wide financial statements, the County's activities are categorized as *Governmental Activities*. Most of the County's basic services are included here, such as regular and special education and administration. Property taxes and state aid finance most of these activities.

Fund Financial Statements

The fund financial statements provide more detailed information about the County's most significant funds – not the County as a whole. Funds are accounting devices the County uses to keep track of specific sources of funding and spending on particular programs:

- Some funds are required by State law and by bond covenants.
- The County establishes other funds to control and manage money for particular purposes (like repaying its long-term debt) or to show that is properly using certain revenues.

The County has three kinds of funds:

- 1) **Governmental funds** – Most of the County's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the County's programs. Because this information does not encompass the additional long-term focus of the County-wide statements, we provide additional information on a separate reconciliation page that explains the relationship (or differences) between them.
- 2) **Proprietary funds** – When the County charges other County funds for the services it provides, these services are reported in proprietary funds. Proprietary funds are reported in the same way that all activities are reported in the Statement of Net Position and Statement of Activities. In fact, the County's internal service fund is included within the governmental activities reported in the County-wide statements but provide more detail and additional information, such as cash flows. The County uses the internal service fund to report activities that relate to the County's program for dental insurance benefits.

YOLO COUNTY OFFICE OF EDUCATION
Management's Discussion and Analysis (Unaudited)
For the Fiscal Year Ended June 30, 2020

OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

Fund Financial Statements (continued)

- 3) **Fiduciary funds** – The County is the trustee, or fiduciary, for assets that belong to others, such as the Payroll Clearing Account Fund. The County is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. All of the County's fiduciary activities are reported in a separate Statement of Fiduciary Net Position. We exclude these activities from the County-wide financial statements because the County cannot use these assets to finance its operations.

FINANCIAL ANALYSIS OF THE COUNTY AS A WHOLE

Net Position. The County's combined net position was lower on June 30, 2020, than it was the year before – decreasing 229.4% to \$(1.2) million (See Table A-1).

Table A-1: Statement of Net Position

	Governmental Activities		Variance
	2020	2019	Increase (Decrease)
Assets			
Current assets	\$ 27,088,678	\$ 30,316,776	\$ (3,228,098)
Capital assets	11,905,440	11,698,044	207,396
Total assets	<u>38,994,118</u>	<u>42,014,820</u>	<u>(3,020,702)</u>
Deferred outflows of resources	<u>7,747,251</u>	<u>7,810,939</u>	<u>(63,688)</u>
Liabilities			
Current liabilities	12,304,855	15,336,470	(3,031,615)
Long-term liabilities	7,206,311	7,425,042	(218,731)
Net pension liability	26,380,738	25,348,004	1,032,734
Total liabilities	<u>45,891,904</u>	<u>48,109,516</u>	<u>(2,217,612)</u>
Deferred inflows of resources	<u>2,033,503</u>	<u>800,781</u>	<u>1,232,722</u>
Net position			
Net investment in capital assets	6,309,044	5,931,202	377,842
Restricted	3,403,764	3,588,962	(185,198)
Unrestricted	(10,896,846)	(8,604,702)	(2,292,144)
Total net position	<u>\$ (1,184,038)</u>	<u>\$ 915,462</u>	<u>\$ (2,099,500)</u>

Changes in net position, governmental activities. The County's total revenues decreased 5.2% to \$44.4 million (See Table A-2). The decrease is due primarily to a decrease in operating grants and contributions.

The total cost of all programs and services decreased 2.0% to \$46.5 million. The County's expenses are predominantly related to educating and caring for students, 45.6%. The purely administrative activities of the County accounted for just 11.7% of total costs. A significant contributor to the decrease in costs was reduced program costs.

YOLO COUNTY OFFICE OF EDUCATION
Management's Discussion and Analysis (Unaudited)
For the Fiscal Year Ended June 30, 2020

FINANCIAL ANALYSIS OF THE COUNTY AS A WHOLE (continued)

Table A-2: Statement of Activities

	<u>Governmental Activities</u>		Variance
	<u>2020</u>	<u>2019</u>	Increase (Decrease)
Revenues			
Program Revenues:			
Charges for services	\$ 3,965,954	\$ 4,491,922	\$ (525,968)
Operating grants and contributions	27,555,019	29,155,933	(1,600,914)
General Revenues:			
Federal and state aid not restricted	3,597,979	3,851,966	(253,987)
Property taxes	7,783,437	7,594,759	188,678
Other general revenues	1,534,677	1,776,337	(241,660)
Total Revenues	<u>44,437,066</u>	<u>46,870,917</u>	<u>(2,433,851)</u>
Expenses			
Instruction-related	17,139,976	18,389,017	(1,249,041)
Pupil services	4,072,611	4,325,766	(253,155)
Administration	5,448,751	4,952,120	496,631
Plant services	2,135,495	2,037,653	97,842
All other activities	17,739,733	17,764,642	(24,909)
Total Expenses	<u>46,536,566</u>	<u>47,469,198</u>	<u>(932,632)</u>
Increase (decrease) in net position	<u>(2,099,500)</u>	<u>(598,281)</u>	<u>(1,501,219)</u>
Net Position	<u>\$ (1,184,038)</u>	<u>\$ 915,462</u>	<u>\$ (2,099,500)</u>

FINANCIAL ANALYSIS OF THE COUNTY'S FUNDS

The financial performance of the County as a whole is reflected in its governmental funds as well. As the County completed this year, its governmental funds reported a combined fund balance of \$14.7 million, which is below last year's ending fund balance of \$15.0 million. The primary cause of the decreased fund balance is a reduction in program revenues, partially offset by a reduction in costs.

Table A-3: The County's Fund Balances

Fund	<u>Fund Balances</u>				
	July 1, 2019	Revenues	Expenditures	Other Sources and (Uses)	June 30, 2020
County School Services Fund	\$ 11,271,764	\$ 23,682,698	\$ 24,149,561	\$ (434,452)	\$ 10,370,449
Charter School Fund	889	(310,599)	94,695	404,405	-
Special Education Pass-Through Fund	340,360	17,573,074	17,383,673	-	529,761
Adult Education Fund	232,683	206,232	188,324	9,220	259,811
Child Development Fund	339,665	3,290,326	3,182,820	-	447,171
Cafeteria Fund	60,384	11,166	-	-	71,550
Deferred Maintenance Fund	1,579,883	206,344	67,050	-	1,719,177
Special Reserve Fund					
(Postemployment Benefits)	689,266	13,775	-	20,827	723,868
Capital Facilities Fund	497,749	494,799	393,023	-	599,525
	<u>\$ 15,012,643</u>	<u>\$ 45,167,815</u>	<u>\$ 45,459,146</u>	<u>\$ -</u>	<u>\$ 14,721,312</u>

YOLO COUNTY OFFICE OF EDUCATION
Management's Discussion and Analysis (Unaudited)
For the Fiscal Year Ended June 30, 2020

FINANCIAL ANALYSIS OF THE COUNTY'S FUNDS (continued)

County School Services Fund Budgetary Highlights

Over the course of the year, the County revised the annual operating budget several times. The major budget amendments fall into these categories:

- Revenues – increased by \$0.4 million primarily to reflect federal and state budget actions.
- Salaries and benefits – decreased \$0.4 million due to revised cost estimates.
- Other non-personnel expenses – increased \$2.6 million to re-budget carryover funds and revise operational cost estimates.

While the County's final budget for the County School Service Fund anticipated that expenditures would exceed revenues by about \$2.7 million, the actual results for the year show that expenditures exceeded revenues by only \$0.5 million. Actual revenues were \$2.0 million less than anticipated, but expenditures were \$4.2 million less than budgeted.

That amount consists primarily of restricted categorical program dollars that were not spent as of June 30, 2020, that will be carried over into the 2020-21 budget.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of 2019-20 the County had invested about \$0.9 million in new capital assets. (More detailed information about capital assets can be found in Note 6 to the financial statements). Total depreciation expense for the year was \$0.6 million.

Table A-4: Capital Assets at Year End, Net of Depreciation

	Governmental Activities		Variance
	2020	2019	Increase (Decrease)
Land	\$ 809,908	\$ 808,908	\$ 1,000
Improvement of sites	1,416,334	1,437,930	(21,596)
Buildings	8,420,544	8,846,436	(425,892)
Equipment	699,222	604,770	94,452
Construction in progress	559,432	-	559,432
Total	\$ 11,905,440	\$ 11,698,044	\$ 207,396

Long-Term Debt

At year-end the County had \$7.2 million in long-term debt other than pensions – a decrease of 2.9% from last year – as shown in Table A-5. (More detailed information about the County's long-term liabilities is presented in Note 7 to the financial statements).

YOLO COUNTY OFFICE OF EDUCATION
Management's Discussion and Analysis (Unaudited)
For the Fiscal Year Ended June 30, 2020

CAPITAL ASSET AND DEBT ADMINISTRATION (continued)

Table A-5: Outstanding Long-Term Debt at Year-End

	Governmental Activities		Variance
	2020	2019	Increase (Decrease)
Certificates of participation	\$ 5,596,396	\$ 5,766,842	\$ (170,446)
Compensated absences	148,924	120,925	27,999
Other postemployment benefits	1,460,991	1,537,275	(76,284)
Total	\$ 7,206,311	\$ 7,425,042	\$ (218,731)

Net pension liability increased during the year by \$1.0 million.

FACTORS BEARING ON THE COUNTY'S FUTURE

The State Legislature passed a final budget package on June 26, 2020. The final budget package assumed that \$2 billion in federal funds would be forthcoming and took the Governor's approach in the May Revision to make other spending reductions contingent on other federal money. In addition, relative to the June 15 initial package, the final package made several changes, including increasing school deferrals by \$3.5 billion (assuming no federal money is forthcoming), increasing revenue assumptions by more than \$1 billion, and eliminating the plan to reinstate General Fund payment deferrals. The Governor signed the 2020-21 Budget Act and related budget legislation on June 29, 2020.

Proposition 98

Proposition 98 Establishes Minimum Funding Level for Schools and Community Colleges

This minimum funding requirement is commonly called the minimum guarantee. The state calculates the minimum guarantee by comparing three main formulas or "tests". Each test takes into account certain inputs, such as state General Fund revenue, per capita personal income, and K-12 student attendance. The state can choose to fund at the minimum guarantee or any level above it. It also can suspend the guarantee with a two-thirds vote of each house of the Legislature, allowing the state to provide less funding than the formulas require that year. The state meets the guarantee through a combination of state General Fund and local property tax revenue.

Minimum Funding Requirement Down Significantly in 2019-20 and 2020-21

Estimates of the minimum guarantee under the June 2020 budget plan have dropped significantly compared with June 2019 estimates. For 2019-20, the minimum requirement is down \$3.4 billion (4.2 percent). For 2020-21, the minimum requirement is down \$6.8 billion (8.7 percent) from the revised 2019-20 level and \$10.2 billion (12.5 percent) from the 2019-20 level estimated in June 2019. These drops mainly reflect reductions in state General Fund revenue. Test 1 remains operative in both years, with the drop in the General Fund portion of the guarantee equal to nearly 40 percent of the drop in revenues. The local property tax portion of the guarantee, by contrast, grows slowly from 2019-20 to 2020-21.

YOLO COUNTY OFFICE OF EDUCATION
Management's Discussion and Analysis (Unaudited)
For the Fiscal Year Ended June 30, 2020

FACTORS BEARING ON THE COUNTY'S FUTURE (continued)

Proposition 98 (continued)

Budget Plan Implements Significant Payment Deferrals

In both 2019-20 and 2020-21, the budget plan reduces school and community college funding to the lower minimum requirement. It implements these reductions primarily by deferring \$12.5 billion in payments. (When the state defers payments from one fiscal year to the next, the state can reduce spending while allowing school districts to maintain programs by borrowing or using cash reserves.) Of the \$12.5 billion, \$11 billion applies to K-12 schools and \$1.5 billion applies to community colleges. Although the budget plan authorized the Department of Finance to rescind up to \$6.6 billion of the deferrals if the state received additional federal funding by October 15, 2020, Congress did not approve any additional funds prior to this deadline.

Makes a Few Other Spending Adjustments

In addition to the deferrals, the budget plan makes a few other adjustments to school and community college funding. Most notably, it does not provide the 2.31 percent statutory cost-of-living adjustment for school and community college programs in 2020-21. The budget plan also uses \$833 million in one-time funds to cover costs for the K-12 Local Control Funding Formula (LCFF) and community college apportionments in 2019-20 and 2020-21. These one-time funds consist of \$426 million in unspent prior-year funds and a \$407 million settle-up payment. In addition, the budget plan withdraws the entire \$377 million the state deposited into the Proposition 98 Reserve in the fall of 2019. (Formulas in the State Constitution govern Proposition 98 Reserve deposits and withdrawals.) Finally, the budget plan obtains \$240 million in savings (\$110 million in 2019-20 and \$130 million in 2020-21) from eliminating unallocated State Preschool slots.

Creates Supplemental Obligation to Increase Funding Beginning in 2021-22

This obligation has two parts. First, it requires the state to make temporary payments on top of the Proposition 98 guarantee beginning in 2021-22. Each payment will equal 1.5 percent of annual General Fund revenue. The state can allocate these payments for any school or community college purpose. Payments will continue until the state has paid \$12.4 billion—the amount of funding schools and community colleges could have received under Proposition 98 if state revenues had continued to grow. (Technically, the obligation equals the total difference between the Test 1 and Test 2 funding levels in 2019-20 and 2020-21.) Second, the obligation requires the state to increase the minimum share of General Fund revenue allocated to schools and community colleges from 38 percent to 40 percent on an ongoing basis. This increase is set to phase in over the 2022-23 and 2023-24 fiscal years.

K-12 Education

Proposition 98 Funding Decreases 12 Percent

The budget package includes \$62.5 billion in Proposition 98 funding for K-12 education in 2020-21—\$8.7 billion (12.2 percent) less than the 2019-20 Budget Act level.

Defers \$11 Billion in K-12 Payments, Allows Exemptions in Limited Circumstances

The state distributes funding for LCFF and special education following a monthly payment schedule established in law. The budget plan modifies this schedule in 2019-20 to defer \$1.9 billion in payments to the following fiscal year. In 2020-21, the budget plan maintains these deferrals and adopts \$9.1 billion in additional deferrals. Under the modified schedule, portions of the payments otherwise scheduled for the months of February through June will be paid over the July through November period. The total amount deferred equates to about 16 percent of all state and local funding schools receive for LCFF and special education, or 24 percent of the General Fund allocated for these programs. If a district or charter school can demonstrate it would be unable to meet its financial obligations because of the deferrals, and has exhausted all other sources of internal and external borrowing, it can apply for an exemption. The law allows the Department of Finance, State Controller, and State Treasurer to authorize up to \$300 million in deferral exemptions per month. If these exemption requests exceed the funding available, the earliest applications will be approved first.

YOLO COUNTY OFFICE OF EDUCATION
Management's Discussion and Analysis (Unaudited)
For the Fiscal Year Ended June 30, 2020

FACTORS BEARING ON THE COUNTY'S FUTURE (continued)

K-12 Education

Addresses Historically Low-Funded Special Education Regions

Most state special education funding is provided to Special Education Local Plan Areas (SELPA) based on total student attendance within the area. (Most SELPAs are regional collaborations of neighboring districts, county offices of education [COEs], and charter schools, though some consist of only a single large district.) Each SELPA receives a unique per-student rate linked to certain historical factors. In 2019-20, these per-student rates varied from \$557 to more than \$900. The budget provides \$545 million to bring low-funded SELPAs to a new rate of \$625 per student. This rate is roughly equivalent to the 93rd percentile of current rates.

Allocates \$6.4 Billion in One-Time Federal Funding

The budget package allocates \$6.4 billion in one-time federal Coronavirus Aid, Relief, and Economic Security (CARES) Act funding for K-12 education. The majority of funding (\$4.8 billion) is provided for learning loss mitigation. The budget also includes \$1.5 billion that can be used for a variety of activities and is distributed based on counts of low-income and disadvantaged children. The remaining funds are used to provide higher reimbursement rates for some school meals, create a competitive grant program for implementing the community schools model, and cover state costs of allocating and overseeing how CARES Act funds are spent.

Funds Learning Loss Mitigation Activities

The budget package provides \$5.3 billion in one-time funding for activities mitigating learning loss due to coronavirus disease 2019 (COVID-19) school closures. This amount consists of \$4.4 billion from the federal Coronavirus Relief Fund, \$540 million Proposition 98 General Fund, and \$355 million from the federal Governor's Emergency Education Relief Fund. Allocations from the Coronavirus Relief Fund can be used to cover eligible costs incurred between March 1, 2020 and December 30, 2020, while the remainder of the funding covers costs incurred between March 13, 2020 and September 30, 2022. Allowable activities include expanding learning supports, increasing instructional time, offering additional academic services (such as diagnostic assessments and devices and connectivity for distance learning), and addressing other barriers to learning (such as mental health services, professional development for teachers and parents, and student meals). Of this funding, \$2.9 billion is to be allocated based on LCFF supplemental and concentration grants, \$1.5 billion based on the number of students with disabilities, and \$980 million based on total LCFF allocation.

Funds Schools Based on 2019-20 Attendance Levels, Allows Growth Under Certain Conditions

For funding purposes, the state ordinarily credits school districts with their average daily attendance in the current or prior year, whichever is higher. Charter schools and COEs are funded according to their attendance in the current year only. In 2020-21, however, the state will not collect average daily attendance data. Instead, districts, charter schools, and COEs will be funded according to their 2019-20 attendance levels unless they had previously budgeted for attendance growth. Any attendance growth for a district or charter school is limited to the lower of its (1) previously projected increase in enrollment or attendance, as documented in its budget, or (2) actual increase in enrollment from October 2019 to October 2020. (For this calculation, enrollment numbers are converted to an equivalent amount of average daily attendance by adjusting them for the statewide average absence rate.) The trailer legislation also allows a few other attendance-related adjustments. Most notably, if a charter school closes during the 2020-21 school year, the attendance it previously generated will be credited to its sponsoring school district.

Modifies Instructional Requirements to Allow for Distance Learning

The budget package suspends requirements for annual instructional minutes for 2020-21 to provide additional flexibility to schools and allows minimum instructional day requirements be met through a combination of in-person instruction and distance learning. The budget package also sets expectations for distance learning. Among other specified activities, distance learning must be substantially equivalent to in-person instruction; include daily live interaction between teachers and students; and provide appropriate supports to students with disabilities, English learners, and other student subgroups.

YOLO COUNTY OFFICE OF EDUCATION
Management's Discussion and Analysis (Unaudited)
For the Fiscal Year Ended June 30, 2020

FACTORS BEARING ON THE COUNTY'S FUTURE (continued)

K-12 Education (continued)

Includes Additional Fiscal Flexibility in a Few Areas

Budget trailer legislation includes several changes to provide more spending flexibility for school districts:

- For the purposes of calculating minimum routine maintenance deposits, excludes one-time funding for state pension payments on behalf of school districts, learning loss mitigation funds, and federal Elementary and Secondary School Emergency Relief funds. Typically, school districts receiving funding from the state's School Facility Program are required to establish a restricted account for routine maintenance of school facilities and deposit 3 percent of the district's annual expenditures.
- Allows for proceeds from the sale or lease of surplus property purchased entirely with local funds to be used for one-time general fund purposes through 2023-24.
- For the purpose of spending restricted lottery revenues, permanently expands the definition of instructional materials to also include laptop computers and devices that provide internet access. Schools and community colleges receive about \$450 million in lottery revenues annually that must be spent on instructional materials.
- Allows the California Department of Education (CDE) to waive several programmatic requirements for the After School Education and Safety program.

Repurposes Prior Pension Payment to Reduce District Costs Over the Next Two Years

School district pension costs have been rising relatively quickly over the past several years. To help mitigate future cost increases, the 2019-20 budget plan included \$2.3 billion non-Proposition 98 General Fund to make a supplemental pension payment on behalf of schools and community colleges. Of this amount, \$1.6 billion was for the California State Teachers' Retirement System and \$660 million was for the California Public Employees' Retirement System. (Nearly all school employees are covered by one of these two pension systems.) At the time, the state estimated that the supplemental payment could reduce district pension costs by roughly 0.3 percent of annual pay over the next few decades. The 2020-21 budget plan repurposes this payment to reduce pension costs by a larger amount over the next two years. Specifically, districts will receive cost savings of approximately 2.2 percent of pay in 2020-21 and 2021-22, but will not experience savings over the following decades.

All of these factors were considered in preparing the Yolo County Office of Education budget for the 2020-21 fiscal year.

CONTACTING THE YOLO COUNTY OFFICE OF EDUCATION'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, investors and creditors with a general overview of the Yolo County Office of Education's finances and to demonstrate the Yolo County Office of Education's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Business Office, Yolo County Office of Education, 1280 Santa Anita Court, Woodland, CA 95776, (530) 668-3728.

YOLO COUNTY OFFICE OF EDUCATION*Statement of Net Position**June 30, 2020*

	Governmental Activities
ASSETS	
Deposits and investments	\$ 13,748,699
Accounts receivable	13,149,908
Prepaid expenses	190,071
Capital assets:	
Non-depreciable assets	1,369,340
Depreciable assets	18,196,999
Less accumulated depreciation	<u>(7,660,899)</u>
Total assets	<u>38,994,118</u>
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions	7,492,673
Deferred outflows related to OPEB	104,890
Deferred amounts on refunding	<u>149,688</u>
Total deferred outflows of resources	<u>7,747,251</u>
LIABILITIES	
Accounts payable	11,599,283
Unearned revenues	705,572
Long-term debt other than pensions:	
Portion due or payable within one year	190,446
Portion due or payable after one year	7,015,865
Net pension liability	<u>26,380,738</u>
Total liabilities	<u>45,891,904</u>
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions	<u>2,033,503</u>
NET POSITION	
Net investment in capital assets	6,309,044
Restricted for:	
Capital projects	599,525
Categorical programs	2,804,239
Unrestricted	<u>(10,896,846)</u>
Total net position	<u>\$ (1,184,038)</u>

YOLO COUNTY OFFICE OF EDUCATION
Statement of Activities
For the Fiscal Year Ended June 30, 2020

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenues and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	
Governmental Activities:				
Instructional Services:				
Instruction	\$ 11,700,446	\$ 974,211	\$ 7,546,561	\$ (3,179,674)
Instruction-Related Services:				
Supervision of instruction	4,274,087	541,657	1,768,096	(1,964,334)
Instructional library, media and technology	60,954	-	(6)	(60,960)
School site administration	1,104,489	56,794	656,089	(391,606)
Pupil Support Services:				
Home-to-school transportation	2,392	429	1,281	(682)
Food services	40,579	4,244	36,499	164
All other pupil services	4,029,640	403,243	2,777,782	(848,615)
General Administration Services:				
Data processing services	1,359,962	-	1,900	(1,358,062)
Other general administration	4,088,789	131,173	1,027,953	(2,929,663)
Plant Services	2,135,495	107,476	718,012	(1,310,007)
Community Services	158,988	-	-	(158,988)
Interest on Long-Term Debt	190,074	-	-	(190,074)
Other Outgo	17,390,671	1,746,727	13,020,852	(2,623,092)
Total governmental activities	<u>\$ 46,536,566</u>	<u>\$ 3,965,954</u>	<u>\$ 27,555,019</u>	<u>(15,015,593)</u>
General Revenues:				
Property taxes				7,783,437
Federal and state aid not restricted to specific purpose				3,597,979
Interest and investment earnings				321,216
Miscellaneous				<u>1,213,461</u>
Total general revenues				<u>12,916,093</u>
Change in net position				(2,099,500)
Net position - July 1, 2019				<u>915,462</u>
Net position - June 30, 2020				<u>\$ (1,184,038)</u>

YOLO COUNTY OFFICE OF EDUCATION

Balance Sheet – Governmental Funds

June 30, 2020

	County School Service Fund	Special Education Pass-Through Fund	Non-Major Governmental Funds	Total Governmental Funds
ASSETS				
Deposits and investments	\$ 10,718,441	\$ 1,186,026	\$ 1,724,711	\$ 13,629,178
Accounts receivable	5,683,472	7,315,517	148,514	13,147,503
Due from other funds	140,818	505,704	362,319	1,008,841
Prepaid expenditures	189,747	-	324	190,071
Total Assets	\$ 16,732,478	\$ 9,007,247	\$ 2,235,868	\$ 27,975,593
LIABILITIES AND FUND BALANCES				
Liabilities				
Accounts payable	\$ 2,412,724	\$ 8,477,486	\$ 649,658	\$ 11,539,868
Due to other funds	868,023	-	140,818	1,008,841
Unearned revenue	638,237	-	67,335	705,572
Total Liabilities	3,918,984	8,477,486	857,811	13,254,281
Fund Balances				
Nonspendable	189,747	-	324	190,071
Restricted	1,518,771	529,761	1,355,232	3,403,764
Assigned	10,379,063	-	22,501	10,401,564
Unassigned	725,913	-	-	725,913
Total Fund Balances	12,813,494	529,761	1,378,057	14,721,312
Total Liabilities and Fund Balances	\$ 16,732,478	\$ 9,007,247	\$ 2,235,868	\$ 27,975,593

YOLO COUNTY OFFICE OF EDUCATION

Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position

June 30, 2020

Total fund balances - governmental funds		\$ 14,721,312
<p>In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation.</p>		
	Capital assets at historical cost	19,566,339
	Accumulated depreciation	<u>(7,660,899)</u>
	Net:	11,905,440
<p>In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatured interest owing at the end of the period was:</p>		
		(32,082)
<p>In governmental funds, deferred outflows and inflows of resources related to other postemployment benefits (OPEB) are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources related to OPEB are reported.</p>		
	Deferred outflows of resources from OPEB	104,890
<p>In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported.</p>		
	Deferred outflows of resources relating to pensions	7,492,673
	Deferred inflows of resources relating to pensions	(2,033,503)
<p>Deferred amounts on refunding represent amounts paid to an escrow agent in excess of the outstanding debt at the time of the payment for refunded bonds which have been defeased. In the government-wide statements it is recognized as deferred outflow of resources. The remaining deferred amounts on refunding at the end of the period were:</p>		
		149,688
<p>In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:</p>		
	Certificates of participation	5,596,396
	Compensated absences	148,924
	Other postemployment benefits	<u>1,460,991</u>
		(7,206,311)
<p>The net pension liability is not due and payable in the current reporting period, and therefore is not reported as a liability in the fund financial statements.</p>		
		(26,380,738)
<p>Internal service funds are used to conduct certain activities for which costs are charged to other funds on a full cost-recovery basis. Because internal service funds are presumed to operate for the benefit of governmental activities, assets and liabilities of internal service funds are reported with governmental activities in the statement of net position. Net position for internal service funds is:</p>		
		<u>94,593</u>
Total net position - governmental activities		<u>\$ (1,184,038)</u>

YOLO COUNTY OFFICE OF EDUCATION

*Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds
For the Fiscal Year Ended June 30, 2020*

	County School Service Fund	Special Education Pass-Through Fund	Non-Major Governmental Funds	Total Governmental Funds
REVENUES				
LCFF sources	\$ 10,772,470	\$ -	\$ (329,228)	\$ 10,443,242
Federal sources	4,734,840	5,812,821	506,511	11,054,172
Other state sources	2,446,553	11,732,332	2,783,547	16,962,432
Other local sources	5,948,954	27,921	731,094	6,707,969
Total Revenues	<u>23,902,817</u>	<u>17,573,074</u>	<u>3,691,924</u>	<u>45,167,815</u>
EXPENDITURES				
Current:				
Instruction	9,107,065	-	2,247,284	11,354,349
Instruction-related services:				
Supervision of instruction	3,754,758	-	384,984	4,139,742
Instructional library, media and technology	-	-	-	-
School site administration	885,473	-	134,916	1,020,389
Pupil support services:				
Home-to-school transportation	2,392	-	-	2,392
Food services	31,777	-	4,598	36,375
All other pupil services	3,662,087	-	266,717	3,928,804
Community services	158,988	-	-	158,988
General administration services:				
Data processing services	1,166,324	-	-	1,166,324
Other general administration	3,608,871	-	41,653	3,650,524
Plant services	2,098,048	-	(589,521)	1,508,527
Transfers of indirect costs	(266,172)	-	266,172	-
Capital outlay	-	-	750,690	750,690
Intergovernmental transfers	7,000	17,383,673	-	17,390,673
Debt service:				
Principal	-	-	155,000	155,000
Interest	-	-	196,369	196,369
Total Expenditures	<u>24,216,611</u>	<u>17,383,673</u>	<u>3,858,862</u>	<u>45,459,146</u>
Excess (Deficiency) of Revenues				
Over (Under) Expenditures	<u>(313,794)</u>	<u>189,401</u>	<u>(166,938)</u>	<u>(291,331)</u>
OTHER FINANCING SOURCES (USES)				
Interfund transfers in	8,418	-	422,043	430,461
Interfund transfers out	<u>(422,043)</u>	<u>-</u>	<u>(8,418)</u>	<u>(430,461)</u>
Total Other Financing Sources and Uses	<u>(413,625)</u>	<u>-</u>	<u>413,625</u>	<u>-</u>
Net Change in Fund Balances	(727,419)	189,401	246,687	(291,331)
Fund Balances, July 1, 2019	<u>13,540,913</u>	<u>340,360</u>	<u>1,131,370</u>	<u>15,012,643</u>
Fund Balances, June 30, 2020	<u>\$ 12,813,494</u>	<u>\$ 529,761</u>	<u>\$ 1,378,057</u>	<u>\$ 14,721,312</u>

YOLO COUNTY OFFICE OF EDUCATION

*Reconciliation of the Governmental Funds Statement of Revenues, Expenditures,
and Changes in Fund Balances to the Statement of Activities
For the Fiscal Year Ended June 30, 2020*

Total net change in fund balances - governmental funds \$ (291,331)

Amounts reported for governmental activities in the statement of activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:

	896,088	
Expenditures for capital outlay		
Depreciation expense	(627,455)	268,633

In governmental funds, the entire proceeds from disposal of capital assets are reported as revenue. In the statement of activities, only the resulting gain or loss is reported. The difference between the proceeds from disposal of capital assets and the resulting gain or loss is: (61,237)

In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were: 155,000

Deferred amounts on refunding represent amounts paid to an escrow agent in excess of the outstanding debt at the time of the payment for refunded bonds which have been defeased. In governmental funds these amounts are recognized as an expenditure. However, in the statement of activities, these amounts are amortized over the life of the refunded debt. The difference between current year amounts and the current year amortization is: (10,443)

In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period, was: 1,292

In governmental funds, if debt is issued at a premium, the premium is recognized as an Other Financing Source in the period it is incurred. In the government-wide statements, the premium is amortized as interest over the life of the debt. Amortization of premium for the period is: 15,446

In governmental funds, OPEB costs are recognized when employer contributions are made. In the statement of activities, OPEB costs are recognized on the accrual basis. This year, the difference between accrual basis OPEB costs and actual employer contributions was: 77,644

Internal Service Funds: Because internal service funds are presumed to benefit governmental activities, internal service activities are reported as governmental in the statement of activities. The net increase or decrease in internal service funds was: 93,557

In governmental funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual basis pension costs and actual employer contributions was: (2,320,062)

In the statement of activities, certain operating expenses such as compensated absences and early retirement incentives, for example, are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially, the amounts actually *paid*). (27,999)

Change in net position of governmental activities **\$ (2,099,500)**

YOLO COUNTY OFFICE OF EDUCATION
Statement of Net Position – Proprietary Fund
June 30, 2020

	Internal Service Fund
	<u>Self-Insurance Fund</u>
CURRENT ASSETS	
Investments	\$ 119,521
Accounts receivable	<u>2,405</u>
 Total assets	 <u>121,926</u>
 LIABILITIES	
Claims payable	<u>27,333</u>
 NET POSITION	
Unrestricted	<u><u>\$ 94,593</u></u>

YOLO COUNTY OFFICE OF EDUCATION

*Statement of Revenues, Expenses and Changes in Net Position – Proprietary Fund
For the Fiscal Year Ended June 30, 2020*

	Internal Service Fund
	<u>Self-Insurance Fund</u>
OPERATING REVENUES	
Self-insurance premiums	\$ 352,668
OPERATING EXPENSES	
Payments for claims and other operating expenses	<u>259,111</u>
Operating Income (Loss)	93,557
Net position, July 1, 2019	<u>1,036</u>
Net position, June 30, 2020	<u><u>\$ 94,593</u></u>

YOLO COUNTY OFFICE OF EDUCATION
Statement of Cash Flows – Proprietary Fund
For the Fiscal Year Ended June 30, 2020

	Internal Service Fund
	Self-Insurance Fund
<i>CASH FLOWS FROM OPERATING ACTIVITIES</i>	
Received from in-district premiums	\$ 352,798
Payments on insurance claims	(267,539)
	<hr/>
Net cash provided (used) by operating activities	85,259
<i>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</i>	
Direct lending disbursements	(71,846)
	<hr/>
Net cash provided (used) by noncapital financing activities	(71,846)
<i>CASH FLOWS FROM INVESTING ACTIVITIES</i>	
Investment income	514
	<hr/>
Net increase (decrease) in cash and cash equivalents	13,927
Cash and cash equivalents, July 1, 2019	105,594
	<hr/>
Cash and cash equivalents, June 30, 2020	\$ 119,521
	<hr/> <hr/>
<i>Reconciliation of operating income (loss) to net cash provided (used)</i>	
<i>by operating activities:</i>	
Operating income (loss)	\$ 93,557
Adjustments to reconcile operating income (loss) to net cash provided (used) by operating activities:	
Receivables, net	130
Claims payable	(8,428)
Total adjustments	(8,298)
	<hr/>
Net cash provided by operating activities	\$ 85,259
	<hr/> <hr/>

YOLO COUNTY OFFICE OF EDUCATION
Statement of Fiduciary Net Position
June 30, 2020

	Agency Funds
	<u>Payroll Revolving, Commercial Revolving, and Other Trust Funds</u>
ASSETS	
Investments	\$ 17,880,119
Total assets	<u>\$ 17,880,119</u>
LIABILITIES	
Due to regulatory and other government agencies	\$ 17,880,119
Total liabilities	<u>\$ 17,880,119</u>

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Yolo County Office of Education (the "County") accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual*. The accounting policies of the County conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

A. Reporting Entity

A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the County consists of all funds, departments, and agencies that are not legally separate from the County. For the County, this includes general operations, food service, and student-related activities of the County.

Component units are legally separate organizations for which the County is financially accountable. Component units may also include organizations that are fiscally dependent on the County, in that the County approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the County is not financially accountable but the nature and significance of the organization's relationship with the County is such that exclusion would cause the County's financial statements to be misleading or incomplete.

For financial reporting purposes, the component units have a financial and operational relationship which meets the reporting entity definition criteria of the Governmental Accounting Standards Board (GASB) Statement No. 61, *The Financial Reporting Entity: Omnibus – An Amendment of GASB Statements No. 14 and No. 34*, and thus are included in the financial statements using the blended presentation method as if they were part of the County's operations because the Board of Trustees of the component units is essentially the same as the Board of Trustees of the County and because their purpose is to finance the construction of facilities to be used for the direct benefit of the County.

The Yolo County Board of Education Financing Corporation (the Corporation) financial activity is presented in the financial statements within the Capital Facilities Fund. Certificates of participation and other debt issued by the Corporation are included as long-term liabilities in the County-wide financial statements. Individually prepared financial statements are not prepared for the Corporation.

B. Basis of Presentation, Basis of Accounting

1. Basis of Presentation

County-Wide Financial Statements

The Statement of Net Position and the Statement of Activities display information about the primary government (the County). These statements include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities.

The Statement of Activities presents a comparison between direct expenses and program revenues for each function of the County's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Basis of Presentation, Basis of Accounting (continued)

1. Basis of Presentation (continued)

Fund Financial Statements

The fund financial statements provide information about the County's funds, including its fiduciary funds (and blended component unit). Separate statements for each fund category - *governmental*, *proprietary*, and *fiduciary* - are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities.

Major Governmental Funds

The County maintains the following major governmental funds:

County School Service Fund: This is the chief operating fund for the County. It is used to account for the ordinary operations of the County. All transactions except those accounted for in another fund are accounted for in this fund. The County also maintains a Deferred Maintenance Fund and a Special Reserve Fund for Postemployment Benefits. The Deferred Maintenance Fund does not currently meet the definition of a special revenue fund as it is not primarily composed of restricted or committed revenue sources. In addition, the Special Reserve Fund for Postemployment Benefits is not substantially composed of restricted or committed revenue sources. Because these funds do not meet the definition of special revenue funds under GASB 54, the activity in those funds is being reported within the County School Service Fund.

Special Education Pass-Through Fund: This fund is maintained by the Administrative Unit (AU) of a multi-LEA Special Education Local Plan Area (SELPA) to account for special education revenue pass-through to other member Local Education Agencies (LEAs).

Non-Major Governmental Funds

The County maintains the following non-major governmental funds:

Special Revenue Funds: Special revenue funds are established to account for the proceeds from specific revenue sources (other than trusts, major capital projects, or debt service) that are restricted or committed to the financing of particular activities, that compose a substantial portion of the inflows of the fund, and that are reasonably expected to continue. Additional resources that are restricted, committed, or assigned to the purpose of the fund may also be reported in the fund.

Charter School Special Reserve Fund: This fund is used by the County to account separately for the operating activities of the Yolo County Career Academy charter school, which was opened in 2018-19.

Adult Education Fund: This fund is used to account separately for federal, state, and local revenues that are restricted or committed for adult education programs.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Basis of Presentation, Basis of Accounting (continued)

1. Basis of Presentation (continued)

Non-Major Governmental Funds (continued)

Special Revenue Funds (continued)

Child Development Fund: This fund is used to account separately for federal, state, and local revenues to operate child development programs.

Cafeteria Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program (*Education Code* sections 38090 and 38093).

Capital Projects Funds: Capital projects funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities and other capital assets (other than those financed by proprietary funds and trust funds).

Capital Facilities Fund: This fund is used to primarily account separately for moneys received from fees levied on development projects as a condition of approval (*Education Code* sections 17620-17626 and *Government Code* Section 65995 et seq.).

Internal Service Funds: These funds are used to account for services rendered on a cost-reimbursement basis within the County. The County operates workers' compensation and property and liability insurance programs that are accounted for in the Internal Service Fund. In addition, the County's health and welfare benefit programs are accounted for in the Internal Service Fund. The County has the following Internal Service Fund:

Self-Insurance Fund: Self-insurance funds are used to separate moneys received for self-insurance activities from other operating funds in the County. Separate funds may be established for each type of self-insurance activity, such as workers' compensation, health and welfare, and deductible property loss (*Education Code* Section 17566).

Fiduciary Funds

Fiduciary funds are used to account for assets held in a trustee or agent capacity for others that cannot be used to support the County's own programs. The key distinction between trust and agency funds is that trust funds are subject to a trust agreement that affects the degree of management involvement and the length of time that the resources are held.

The County maintains the following fiduciary funds:

Payroll Revolving, Commercial Revolving, and Other Trust Funds: This fund is used primarily to account separately for amounts collected from employees for federal taxes, state taxes, credit unions, and other contributions, as well as funds held for commercial and other trust activities for all school districts in the County.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Basis of Presentation, Basis of Accounting (continued)

2. Measurement Focus, Basis of Accounting

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as current financial resource or economic resources. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The County-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenues as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities for the current period. For this purpose, the County considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

As a general rule the effect of interfund activity has been eliminated from the County-wide financial statements. Exceptions to this general rule are payments-in-lieu of taxes and other charges between the County's proprietary funds and various other functions of the County. Elimination of these charges would distort the direct costs and program revenues reported for the various functions concerned.

The agency fund has no measurement focus and utilizes the accrual basis of accounting for reporting its assets and liabilities.

3. Revenues - Exchange and Non-Exchange Transactions

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year. Generally, available is defined as collectible within 60 days. However, to achieve comparability of reporting among California districts and so as not to distort normal revenue patterns, with specific respect to reimbursement grants and corrections to state-aid apportionments, the California Department of Education has defined available for districts as collectible within one year. The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, interest, certain grants, and other local sources.

Non-exchange transactions, in which the County receives value without directly giving equal value in return, include property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose requirements. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Budgetary Data

The budgetary process is prescribed by provisions of the California *Education Code* and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The County governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for. For budget purposes, on behalf payments have not been included as revenue and expenditures as required under generally accepted accounting principles.

D. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position

1. Cash and Cash Equivalents

The County considers cash and cash equivalents to be cash on hand and demand deposits. In addition, because the Treasury Pool is sufficiently liquid to permit withdrawal of cash at any time without prior notice or penalty, equity in the pool is also deemed to be a cash equivalent.

2. Inventories and Prepaid Items

Inventories are valued at cost using the first-in/first-out (FIFO) method. The costs of governmental fund-type inventories are recorded as expenditures when consumed rather than when purchased. Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

3. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated capital assets, donated works of art and similar items, and capital assets received in a service concession arrangement are reported at acquisition value rather than fair value. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized.

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

Description	Estimated Lives
Buildings and Improvements	25-50 years
Furniture and Equipment	5-20 years
Vehicles	8 years

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

4. Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the County prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the County has a legal claim to the resources, the liability for unearned revenue is removed from the combined balance sheet and revenue is recognized.

Certain grants received that have not met eligibility requirements are recorded as unearned revenue. On the governmental fund financial statements, receivables that will not be collected within the available period are also recorded as unearned revenue.

5. Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the Statement of Net Position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period and will not be recognized as an inflow of resources (revenue) until that time.

6. Compensated Absences

The liability for compensated absences reported in the County-wide statements consists of unpaid, accumulated vacation balances. The liability has been calculated using the vesting method, in which leave amounts for both employees who currently are eligible to receive termination payments and other employees who are expected to become eligible in the future to receive such payments upon termination are included.

7. Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the County Plan and CalSTRS Medicare Premium Payment (MPP) Program and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, the Plans recognize benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

8. Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the County's California State Teachers Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) plans and addition to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

9. Fund Balances

The fund balance for governmental funds is reported in classifications based on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

Nonspendable: Fund balance is reported as nonspendable when the resources cannot be spent because they are either in a nonspendable form or legally or contractually required to be maintained intact. Resources in nonspendable form include inventories and prepaid assets.

Restricted: Fund balance is reported as restricted when the constraints placed on the use of resources are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or imposed by law through constitutional provision or by enabling legislation.

Committed: The County's highest decision-making level of authority rests with the County's Board. Fund balance is reported as committed when the Board passes a resolution that places specified constraints on how resources may be used. The Board can modify or rescind a commitment of resources through passage of a new resolution.

Assigned: Resources that are constrained by the County's intent to use them for a specific purpose, but are neither restricted nor committed, are reported as assigned fund balance. Intent may be expressed by either the Board, committees (such as budget or finance), or officials to which the Board has delegated authority.

Unassigned: Unassigned fund balance represents fund balance that has not been restricted, committed, or assigned and may be utilized by the County for any purpose. When expenditures are incurred, and both restricted and unrestricted resources are available, it is the County's policy to use restricted resources first, then unrestricted resources in the order of committed, assigned, and then unassigned, as they are needed.

10. Net Position

Net position is classified into three components: net investment in capital assets; restricted; and unrestricted. These classifications are defined as follows:

- **Net investment in capital assets** - This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of net investment in capital assets. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.
- **Restricted** - This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

10. Net Position (continued)

- **Unrestricted net position** - This component of net position consists of net position that does not meet the definition of "net investment in capital assets" or "restricted".

When both restricted and unrestricted resources are available for use, it is the County's policy to use restricted resources first, then unrestricted resources as they are needed.

F. Minimum Fund Balance Policy

The County has not adopted a formal minimum fund balance policy, as recommended by GASB Statement No. 54; however, the County follows the guidelines recommended in the Criteria and Standards of Assembly Bill (AB) 1200, which recommend a Reserve for Economic Uncertainties consisting of unassigned amounts equal to no less than three percent of total General Fund expenditures and other financing uses.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the County considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the County considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed unless the governing board has provided otherwise in its commitment or assignment actions.

G. Property Tax Calendar

The County is responsible for the assessment, collection, and apportionment of property taxes for all jurisdictions including the schools and special districts within the County. The Board of Supervisors levies property taxes as of September 1 on property values assessed on July 1. Secured property tax payments are due in two equal installments. The first is generally due November 1 and is delinquent with penalties on December 10, and the second is generally due on February 1 and is delinquent with penalties on April 10. Secured property taxes become a lien on the property on January 1.

H. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reported period. Actual results could differ from those estimates.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

I. New GASB Pronouncement

In May 2020, the GASB issued Statement No. 95. The primary objective of this Statement is to provide relief to governments and other stakeholders in light of the COVID-19 pandemic. That objective is accomplished by postponing the effective dates of certain provisions in Statements and Implementation Guides that first became effective or are scheduled to become effective for periods beginning after June 15, 2018, and later.

The effective dates of certain provisions contained in the following pronouncements are postponed by one year:

- Statement No. 83, *Certain Asset Retirement Obligations*
- Statement No. 84, *Fiduciary Activities*
- Statement No. 88, *Certain Disclosures Related to Debt, including Direct Borrowings and Direct Placements*
- Statement No. 89, *Accounting for Interest Cost Incurred before the End of a Construction Period*
- Statement No. 90, *Majority Equity Interests*
- Statement No. 91, *Conduit Debt Obligations*
- Statement No. 92, *Omnibus 2020*
- Statement No. 93, *Replacement of Interbank Offered Rates*
- Implementation Guide No. 2017-3, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions (and Certain Issues Related to OPEB Plan Reporting)*
- Implementation Guide No. 2018-1, *Implementation Guidance Update-2018*
- Implementation Guide No. 2019-1, *Implementation Guidance Update-2019*
- Implementation Guide No. 2019-2, *Fiduciary Activities*

The effective dates of the following pronouncements are postponed by 18 months:

- Statement No. 87, *Leases*
- Implementation Guide No. 2019-3, *Leases*

Earlier application of the provisions addressed in this Statement is encouraged and is permitted to the extent specified in *each* pronouncement as originally issued.

J. Future Accounting Pronouncements

GASB pronouncements which will be effective in future periods, are as follows:

1. In January 2117, the GASB issued Statement No. 84, *Fiduciary Activities*. The objective of this Statement is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported.

This Statement establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity, and (2) the beneficiaries with whom a fiduciary relationship exists. Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities.

The requirements of this Statement are effective for reporting periods beginning after December 15, 2019.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Future Accounting Pronouncements (continued)

2. In June 2017, the GASB issued Statement No. 87, *Leases*. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities.

The requirements of this Statement are effective for reporting periods beginning after June 15, 2021.

3. In June 2018, the GASB issued Statement No. 89, *Accounting for Interest Cost Incurred Before the End of a Construction Period*. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period, and (2) to simplify accounting for interest cost incurred before the end of a construction period

This Statement establishes accounting requirements for interest cost incurred before the end of a construction period. Such interest cost includes all interest that previously was accounted for in accordance with the requirements of paragraphs 5-22 of Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*, which are superseded by this Statement. This Statement requires that interest cost incurred before the end of a construction period be recognized as an expense in the period in which the cost is incurred for financial statements prepared using the economic resources measurement focus. As a result, interest cost incurred before the end of a construction period will not be included in the historical cost of a capital asset reported in a business-type activity or enterprise fund.

This Statement also reiterates that in financial statements prepared using the current financial resources measurement focus, interest cost incurred before the end of a construction period should be recognized as an expenditure on a basis consistent with governmental fund accounting principles.

The requirements of this Statement are effective for reporting periods beginning after December 15, 2020. Earlier application is encouraged. The requirements of this Statement should be applied prospectively.

4. In August 2018, the GASB issued Statement No. 90, *Majority Equity Interests-An Amendment of GASB Statements No. 14 and No. 61*. The primary objectives of this Statement are to improve the consistency and comparability of reporting a government's majority equity interest in a legally separate organization and to improve the relevance of financial statement information for certain component units. It defines a majority equity interest and specifies that a majority equity interest in a legally separate organization should be reported as an investment if a government's holding of the equity interest meets the definition of an investment. A majority equity interest that meets the definition of an investment should be measured using the equity method, unless it is held by a special-purpose government engaged only in fiduciary activities, a fiduciary fund, or an endowment (including permanent and term endowments) or permanent fund. Those governments and funds should measure the majority equity interest at fair value.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Future Accounting Pronouncements (continued)

4. (continued)

For all other holdings of a majority equity interest in a legally separate organization, a government should report the legally separate organization as a component unit, and the government or fund that holds the equity interest should report an asset related to the majority equity interest using the equity method. This Statement establishes that ownership of a majority equity interest in a legally separate organization results in the government being financially accountable for the legally separate organization and, therefore, the government should report that organization as a component unit.

This Statement also requires that a component unit in which a government has a 100 percent equity interest account for its assets, deferred outflows of resources, liabilities, and deferred inflows of resources at acquisition value at the date the government acquired a 100 percent equity interest in the component unit.

The requirements of this Statement are effective for reporting periods beginning after December 15, 2019. Earlier application is encouraged. The requirements should be applied retroactively, except for the provisions related to (1) reporting a majority equity interest in a component unit and (2) reporting a component unit if the government acquires a 100 percent equity interest. Those provisions should be applied on a prospective basis.

5. In May 2019, the GASB issued Statement No. 91, *Conduit Debt Obligations*. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. This Statement achieves those objectives by clarifying the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations; and improving required note disclosures.

This Statement also addresses arrangements – often characterized as leases – that are associated with conduit debt obligations. In those arrangements, capital assets are constructed or acquired with the proceeds of a conduit debt obligation and used by third-party obligors in the course of their activities.

Payments from third-party obligors are intended to cover and coincide with debt service payments. During those arrangements, issuers retain the titles to the capital assets. Those titles may or may not pass to the obligors at the end of the arrangements.

This Statement requires issuers to disclose general information about their conduit debt obligations, organized by type of commitment, including the aggregate outstanding principal amount of the issuers' conduit debt obligations and a description of each type of commitment. Issuers that recognize liabilities related to supporting the debt service of conduit debt obligations also should disclose information about the amount recognized and how the liabilities changed during the reporting period.

The requirements of this Statement are effective for reporting periods beginning after December 15, 2021. Earlier application is encouraged.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Future Accounting Pronouncements (continued)

6. In January 2120, the GASB issued Statement No. 92, *Omnibus 2020*. The objectives of this Statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing practice issues that have been identified during implementation and application of certain GASB Statements. This Statement addresses a variety of topics and includes specific provisions about the following:
- The effective date of Statement No. 87, *Leases*, and Implementation Guide No. 2019-3, *Leases*, for interim financial reports
 - Reporting of intra-entity transfers of assets between a primary government employer and a component unit defined benefit pension plan or defined benefit other postemployment benefit (OPEB) plan
 - The applicability of Statements No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That are Not within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68*, as amended, and No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pensions Plans*, as amended, to reporting assets accumulated for postemployment benefits
 - The applicability of certain requirements of Statement No. 84, *Fiduciary Activities*, to postemployment benefit arrangements
 - Measurement of liabilities (and assets, if any) related to asset retirement obligations (AROs) in a government acquisition
 - Reporting by public entity risk pools for amounts that are recoverable from reinsurers or excess insurers
 - Reference to nonrecurring fair value measurements of assets or liabilities in authoritative literature
 - Terminology used to refer to derivative instruments

The requirements of this Statement are effective as follows:

- The requirements related to the effective date of Statement 87 and Implementation Guide 2019-3, reinsurance recoveries, and terminology used to refer to derivative instruments are effective upon issuance.
- The requirements related to intra-entity transfers of assets and those related to the applicability of Statements 73 and 74 are effective for fiscal years beginning after June 15, 2021.
- The requirements related to application of Statement 84 to postemployment benefit arrangements and those related to nonrecurring fair value measurements of assets or liabilities are effective for reporting periods beginning after June 15, 2021.
- The requirements related to the measurement of liabilities (and assets, if any) associated with AROs in a government acquisition are effective for government acquisitions occurring in reporting periods beginning after June 15, 2021.

Earlier application is encouraged and is permitted by topic.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Future Accounting Pronouncements (continued)

7. In March 2020, the GASB issued Statement No. 93, *Replacement of Interbank Offered Rates*. Some governments have entered into agreements in which variable payments made or received depending on an interbank offered rate (IBOR) – most notably, the London Interbank Offered Rate (LIBOR). As a result of global reference rate reform, LIBOR is expected to cease to exist in its current form at the end of 2021, prompting governments to amend or replace financial instruments for the purpose of replacing LIBOR with other reference rates, by either changing the reference rate or adding or changing fallback provisions related to the reference rate.

Statement No. 53, *Accounting and Financial Reporting for Derivative Instruments*, as amended, requires a government to terminate hedge accounting when it renegotiates or amends a critical term of a hedging derivative instrument, such as the reference rate of a hedging derivative instrument's variable payment. In addition, in accordance with Statement No. 87, *Leases*, as amended, replacement of the rate on which variable payments depend in a lease contract would require a government to apply the provisions for lease modifications, including remeasurement of the lease liability or lease receivable.

The objective of this Statement is to address those and other accounting and financial reporting implications that result from the replacement of an IBOR. This Statement achieves that objective by:

- Providing exceptions for certain hedging derivative instruments to the hedge accounting termination provisions when an IBOR is replaced as the reference rate of the hedging derivative instrument's variable payment
- Clarifying the hedge accounting termination provisions when a hedged item is amended to replace the reference rate
- Clarifying that the uncertainty related to the continued availability of IBORs does not, by itself, affect the assessment of whether the occurrence of a hedged expected transaction is probable
- Removing LIBOR as an appropriate benchmark interest rate for the qualitative evaluation of the effectiveness of an interest rate swap
- Identifying a Secured Overnight Financing Rate and the Effective Federal Funds Rate as appropriate benchmark interest rates for the qualitative evaluation of the effectiveness of an interest rate swap
- Clarifying the definition of *reference rate*, as it is used in Statement 53, as amended

Providing an exception to the lease modifications guidance in Statement 87, as amended, for certain lease contracts that are amended solely to replace an IBOR as the rate upon which variable payments depend.

The removal of LIBOR as an appropriate benchmark interest rate is effective for reporting periods ending after December 31, 2021. All other requirements of this Statement are effective for reporting periods beginning after June 15, 2021.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Future Accounting Pronouncements (continued)

8. In March 2020, the GASB issued Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*. The primary objective of this Statement is to improve financial reporting by addressing issues related to public-private and public-public partnership arrangements (PPPs). As used in this Statement, a PPP is an arrangement in which a government (the transferor) contracts with an operator (a governmental or nongovernmental entity) to provide public services by conveying control of the right to operate or use a nonfinancial asset, such as infrastructure or other capital asset (the underlying PPP asset), for a period of time in an exchange or exchange-like transaction. Some PPPs meet the definition of a service concession arrangement (SCA), which the Board defines in this Statement as a PPP in which (1) the operator collects and is compensated by fees from third parties; (2) the transferor determines or has the ability to modify or approve which services the operator is required to provide, to whom the operator is required to provide the services, and the prices or rates that can be charged for the services; and (3) the transferor is entitled to significant residual interest in the service utility of the underlying PPP asset at the end of the arrangement.

This Statement also provides guidance for accounting and financial reporting for availability payment arrangements (APAs). As defined in this Statement, an APA is an arrangement in which a government compensates an operator for services that may include designing, constructing, financing, maintaining, or operating an underlying nonfinancial asset for a period of time in an exchange or exchange-like transaction.

This Statement requires that PPPs that meet the definition of a lease apply the guidance in Statement No. 87, *Leases*, as amended, if existing assets of the transferor that are not required to be improved by the operator as part of the PPP arrangement are the only underlying PPP assets and the PPP does not meet the definition of an SCA.

This Statement also provides specific guidance in financial statements prepared using the economic resources measurement focus for a government that is an operator in a PPP that either (1) meets the definition of an SCA or (2) is not within the scope of Statement 87, as amended (as clarified in this Statement).

This Statement also requires a government to account for PPP and non-PPP components of a PPP as separate contracts.

This Statement also requires an amendment to a PPP to be considered a PPP modification, unless the operator's right to use the underlying PPP asset decreases, in which case it should be considered a partial or full PPP termination.

An APA that is related to designing, constructing, and financing a nonfinancial asset in which ownership of the asset transfers by the end of the contract should be accounted for by a government as a financed purchase of the underlying nonfinancial asset. This Statement requires a government that engaged in an APA that contains multiple components to recognize each component as a separate arrangement. An APA that is related to operating or maintaining a nonfinancial asset should be reported by a government as an outflow of resources in the period to which payments relate.

The requirements of this Statement are effective for fiscal years beginning after June 15, 2022, and all reporting periods thereafter.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 2 – DEPOSITS AND INVESTMENTS

Deposits and investments as of June 30, 2020 are classified in the accompanying financial statements as follows:

Governmental funds	\$ 13,629,178
Proprietary funds	119,521
Governmental Activities	13,748,699
Fiduciary funds	17,880,119
Total deposits and investments	<u>\$ 31,628,818</u>

Deposits and investments as of June 30, 2020 consist of the following:

Cash on hand and in banks	\$ 500
Investments	31,628,318
Total deposits and investments	<u>\$ 31,628,818</u>

Pooled Funds

In accordance with Education Code Section 41001, the County maintains substantially all of its cash in the County Treasury. The County pools and invests the cash. These pooled funds are carried at cost which approximates fair value. Interest earned is deposited annually to participating funds. Any investment losses are proportionately shared by all funds in the pool.

Because the County's deposits are maintained in a recognized pooled investment fund under the care of a third party and the County's share of the pool does not consist of specific, identifiable investment securities owned by the County, no disclosure of the individual deposits and investments or related custodial credit risk classifications is required.

In accordance with applicable state laws, the County Treasurer may invest in derivative securities with the State of California. However, at June 30, 2020, the County Treasurer has represented that the Pooled Investment Fund contained no derivatives or other investments with similar risk profiles.

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the County's deposits may not be returned to it. The County does not have a policy for custodial credit risk for deposits. Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC) and are collateralized by the respective financial institutions. In addition, the *California Government Code* requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits.

As of June 30, 2020, none of the County's bank balance was exposed to custodial credit risk because it was insured by the FDIC.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 2 – DEPOSITS AND INVESTMENTS (continued)

Investments - Interest Rate Risk

The County’s investment policy limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The County’s investment policy limits investment purchases to investments with a term not to exceed three years. Investments purchased with maturity terms greater than three years require approval by the Board of Trustees. Investments purchased with maturities greater than one year require written approval by the Superintendent prior to commitment. Maturities of investments held at June 30, 2020, consist of the following:

	Rating	Reported Amount	Maturity		Fair Value Measurement
			Less Than One Year	One Year Through Five Years	
Investment maturities:					
County Investment Pool	N/A	\$ 31,628,318	\$ 31,628,318	\$ -	Uncategorized

Investments - Credit Risk

The County’s investment policy limits investment choices to obligations of local, state and federal agencies, commercial paper, certificates of deposit, repurchase agreements, corporate notes, banker acceptances, and other securities allowed by *State Government Code* Section 53600. At June 30, 2020, all investments represented governmental securities which were issued, registered and held by the County’s agent in the County’s name.

Investments - Concentration of Credit Risk

The County does not place limits on the amount it may invest in any one issuer. At June 30, 2020, the County had no investments outside of the County treasury.

Fair Value Measurements

The County categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset’s fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 – Quoted prices in active markets for identical assets that the County has the ability to access at the measurement date. Level 1 assets may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 – Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, such as interest rates and curves observable at commonly quoted intervals, implied volatilities, and credit spreads. For financial reporting purposes, if an asset has a specified term, a Level 2 input is required to be observable for substantially the full term of the asset.

Level 3 – Unobservable inputs should be developed using the best information available under the circumstances, which might include the County’s own data. The County should adjust that date if reasonably available information indicates that other market participants would use different data or certain circumstances specific to the County are not available to other market participants.

Uncategorized – Investments in the Yolo County Treasury Investment Pool are not measured using the input levels above because the County’s transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2020, consisted of the following:

	County School Service Fund	Special Education Pass- Through Fund	Non-Major Governmental Funds	Total Governmental Funds	Self- Insurance Fund
Federal Government:					
Categorical aid programs	\$ 963,923	\$ 5,814,165	\$ 124,880	\$ 6,902,968	\$ -
State Government:					
LCFF	392,847	-	-	392,847	-
Special education	85,607	1,062,527	-	1,148,134	-
Lottery	11,220	-	-	11,220	-
Categorical aid programs	147,160	438,825	8,072	594,057	-
Local:					
Tuition	3,383,687	-	-	3,383,687	-
Other local resources	699,028	-	15,562	714,590	2,405
Total	\$ 5,683,472	\$ 7,315,517	\$ 148,514	\$ 13,147,503	\$ 2,405

NOTE 4 – INTERFUND TRANSACTIONS

A. Balances Due To/From Other Funds

Balances due to/from other funds at June 30, 2020, consisted of the following:

	Due from other funds			Total Governmental Funds
	County School Service Fund	Special Education Pass-Through Fund	Non-Major Governmental Funds	
County School Service Fund	\$ -	\$ 505,704	\$ 362,319	\$ 868,023
Non-Major Governmental Funds	140,818	-	-	140,818
Totals	\$ 140,818	\$ 505,704	\$ 362,319	\$ 1,008,841
County School Service Fund due to Charter School Special Revenue Fund for LCFF transfer				\$ 328,791
County School Service Fund due to Special Education Pass Through Fund for SELPA				505,704
County School Service Fund due to Adult Education Fund for year end adjustment				9,220
County School Service Fund due to Child Development Fund for transfer of OPEB, WC, and miscellaneous costs				24,308
Charter School Special Reserve Fund due to County School Service Fund for LCFF transfer				889
Adult Education Fund due to County School Service Fund for OPEB costs				4,541
Child Development Fund due to County School Service Fund for indirect, internet, and printer costs				135,388
Total				\$ 1,008,841

At June 30, 2020, the County School Services Fund owed \$175,000 to the Deferred Maintenance Fund and \$20,827 to the Special Reserve Fund for Postemployment Benefits. As described in Note 1.B. and in accordance with GASB Statement No. 54, the Deferred Maintenance Fund and the Special Reserve Fund for Postemployment Benefits are reported within the County School Service Fund in these financial statements. Therefore, all interfund activity has been removed from the fund financial statements.

YOLO COUNTY OFFICE OF EDUCATION
Notes to Financial Statements
 June 30, 2020

NOTE 4 – INTERFUND TRANSACTIONS (continued)

B. Transfers To/From Other Funds

Transfers between funds during the fiscal year ended June 30, 2020 consisted of the following:

	Interfund Transfers In		Total Governmental Funds
	County School Service Fund	Non-Major Governmental Funds	
County School Service Fund	\$ -	\$ 422,043	\$ 422,043
Non-Major Governmental Funds	8,418	-	8,418
Totals	\$ 8,418	\$ 422,043	\$ 430,461
County School Service Fund transfer to Charter School Special Revenue Fund for LCFF transfer			\$ 412,823
County School Service Fund transfer to Adult Education Fund for both direct and indirect costs			9,220
Charter School Special Revenue Fund transfer to County School Service Fund to reimburse for costs related to charter school operations			8,418
Total			\$ 430,461

During the fiscal year, the County School Services Fund reported a transfer of \$20,827 to the Special Reserve Fund for Postemployment Benefits. As described in Note 1.B. and in accordance with GASB Statement No. 54, the Special Reserve Fund for Postemployment Benefits is reported within the County School Service Fund in these financial statements. Therefore, all interfund activity has been removed from the fund financial statements.

NOTE 5 – FUND BALANCES

At June 30, 2020, fund balances of the County’s governmental funds were classified as follows:

	County School Service Fund	Special Education Pass-Through Fund	Non-Major Governmental Funds	Total
Nonspendable:				
Prepaid expenditures	\$ 189,747	\$ -	\$ 324	\$ 190,071
Total Nonspendable	189,747	-	324	190,071
Restricted:				
Categorical programs	1,518,771	529,761	446,847	2,495,379
Adult education program	-	-	237,310	237,310
Food service program	-	-	71,550	71,550
Capital projects	-	-	599,525	599,525
Total Restricted	1,518,771	529,761	1,355,232	3,403,764
Assigned:				
Deferred maintenance program	1,719,177	-	-	1,719,177
Postemployment benefits	723,868	-	-	723,868
Other assignments	7,936,018	-	22,501	7,958,519
Total Assigned	10,379,063	-	22,501	10,401,564
Unassigned:				
Reserve for economic uncertainties	737,600	-	-	737,600
Remaining unassigned balances	(11,687)	-	-	(11,687)
Total Unassigned	725,913	-	-	725,913
Total	\$ 12,813,494	\$ 529,761	\$ 1,378,057	\$ 14,721,312

YOLO COUNTY OFFICE OF EDUCATION
Notes to Financial Statements
 June 30, 2020

NOTE 6 – CAPITAL ASSETS AND DEPRECIATION

Capital asset activity for the year ended June 30, 2020 was as follows:

	Balance, July 1, 2019	Additions	Deletions	Balance, June 30, 2020
Capital assets not being depreciated:				
Land	\$ 808,908	\$ 1,000	\$ -	\$ 809,908
Construction in progress	-	559,432	-	559,432
Total capital assets not being depreciated	808,908	560,432	-	1,369,340
Capital assets being depreciated:				
Improvement of sites	2,492,822	-	123,748	2,369,074
Buildings	13,698,810	124,208	385,716	13,437,302
Equipment	2,179,175	211,448	-	2,390,623
Total capital assets being depreciated	18,370,807	335,656	509,464	18,196,999
Accumulated depreciation for:				
Improvement of sites	(1,054,892)	(118,454)	(220,606)	(952,740)
Buildings	(4,852,374)	(346,392)	(182,008)	(5,016,758)
Equipment	(1,574,405)	(162,609)	(45,613)	(1,691,401)
Total accumulated depreciation	(7,481,671)	(627,455)	(448,227)	(7,660,899)
Total capital assets being depreciated, net	10,889,136	(291,799)	61,237	10,536,100
Governmental activity capital assets, net	\$ 11,698,044	\$ 268,633	\$ 61,237	\$ 11,905,440

Depreciation expense was allocated to the following functions on the Statement of Activities:

Instruction	\$ 6,477
Instructional supervision	9,108
School site administration	11,098
Food service	435
All other pupil services	23,908
Data processing services	60,661
Plant services	515,768
Total	<u>\$ 627,455</u>

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS

Changes in long-term debt for the year ended June 30, 2020 were as follows:

	Balance, July 1, 2019	Additions	Deductions	Balance, June 30, 2020	Amount Due Within One Year
Certificates of Participation:					
Principal payments	\$ 5,530,000	\$ -	\$ 155,000	\$ 5,375,000	\$ 175,000
Issuance premium	236,842	-	15,446	221,396	15,446
Sub-total Certificates of Participation	5,766,842	-	170,446	5,596,396	190,446
Compensated absences	120,925	27,999	-	148,924	-
Other postemployment benefits	1,537,275	83,407	159,691	1,460,991	-
Total	<u>\$ 7,425,042</u>	<u>\$ 111,406</u>	<u>\$ 330,137</u>	<u>\$ 7,206,311</u>	<u>\$ 190,446</u>

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

Certificates of participation are paid from the Capital Facilities Fund. Accumulated vacation will be paid for by the fund for which the employee worked. Other postemployment benefits are paid from the County School Service Fund.

A. 2015 Refunding Certificates of Participation

On April 29, 2015, the County Office issued \$5,975,000 of Refunding Certificates of Participation. The certificates bear fixed interest rates ranging between 2.0% and 5.0% with annual maturities from November 1, 2015 through November 1, 2034. The net proceeds of \$8,053,546 (after premiums of \$301,201, other sources of \$1,994,820 and issuance costs of \$217,475) were used to fully prepay the County Office’s outstanding 2004 Certificates.

The net proceeds were used to purchase U.S. government securities. Those securities were deposited into an irrevocable trust with an escrow agent to provide for future debt service payments on the refunded certificates. As a result, the refunded certificates are considered to be defeased, and the related liability for the certificates has been removed from the County Office’s liabilities. Amounts paid to the escrow agent in excess of the outstanding debt at the time of payment are recorded as deferred amounts on refunding on the Statement of Net Position and are amortized to interest expense over the life of the liability. Deferred amounts on refunding as of June 30, 2020, of \$149,688 remain to be amortized for this refunding. As of June 30, 2020, the defeased debt had been fully paid out of escrow and there was no principal balance outstanding on the debt.

The annual requirements to amortize certificates of participation outstanding as of June 30, 2020, are as follows:

Fiscal Year	Principal	Interest	Total
2020-2021	\$ 175,000	\$ 188,119	\$ 363,119
2021-2022	200,000	178,744	378,744
2022-2023	225,000	168,119	393,119
2023-2024	245,000	156,369	401,369
2024-2025	275,000	143,369	418,369
2025-2030	1,760,000	542,091	2,302,091
2030-2035	2,495,000	218,500	2,713,500
Totals	\$ 5,375,000	\$ 1,595,311	\$ 6,970,311

B. Other Postemployment Benefits (OPEB) Liability

For the fiscal year ended June 30, 2020, the County reported net OPEB liability, deferred outflows of resources, deferred inflows of resources, and OPEB expense for the following plans:

Pension Plan	Net OPEB Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	OPEB Expense
County Office Plan	\$ 1,391,246	\$ 104,890	\$ -	\$ 35,089
MPP Program	69,745	-	-	(7,842)
Total	\$ 1,460,991	\$ 104,890	\$ -	\$ 27,247

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

B. Other Postemployment Benefits (OPEB) Liability (continued)

The details of each plan are as follows:

County Office Plan

Plan Description

The County Office’s single-employer defined benefit OPEB plan provides OPEB for eligible certificated, classified, and management employees of the County Office. The authority to establish and amend the benefit terms and financing requirements are governed by collective bargaining agreements with plan members. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement 75.

Benefits Provided

The postretirement health plans and the County’s obligation vary by employee group as described below.

The County Office’s defined benefit OPEB plan provides OPEB for eligible certificated, classified, and management employees of the County Office. The authority to establish and amend the benefit terms and financing requirements are governed by collective bargaining agreements with plan members. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement 75.

Following is a description of the retiree benefit plan that applies to those hired prior to July 1, 1991.

	<u>Certificated*</u>	<u>Classified*</u>
Benefit types provided	Medical, dental and vision	Medical, dental and vision
Duration of Benefits	Lifetime	Lifetime
Required Service	15 consecutive years	15 consecutive years
Minimum Age	55	55
Dependent Coverage	Yes	Yes
County Office Contribution %	100%	100%
County Office Cap	Negotiated cap	Negotiated cap to age 65; \$75 per month thereafter

*Management follows the above benefits as appropriate

Employees Covered by Benefit Terms

At June 30, 2020, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments	23
Active employees	4
Total	<u>27</u>

Employees hired after June 30, 1991 are not eligible to receive these benefits.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

B. Other Postemployment Benefits (OPEB) Liability (continued)

County Office Plan (continued)

Total OPEB Liability

The County Office’s total OPEB liability of \$1,391,246 for the Plan was measured as of June 30, 2019 and was determined by an actuarial valuation as of June 30, 2019.

Actuarial assumptions and other inputs

The total OPEB liability in the June 30, 2019 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Valuation Date	June 30, 2019
Inflation	2.75%
Salary increases	2.75%
Healthcare cost trend rates	4.00%
Retirees' share of benefit-related costs	County Office pays 100%

Discount Rate

The interest assumption reflects a municipal bond rate. The actuary used the Bond Buyer 20 Index at June 30, 2018 and rounded the rate, resulting in a rate of 3.50%.

Mortality Rates

The mortality assumptions are based on the 2009 CalSTRS Mortality table created by CalSTRS, the 2014 CalPERS Retiree Mortality for Miscellaneous Employees table created by CalPERS, and the 2014 CalPERS Active Mortality for Miscellaneous Employees table created by CalPERS.

Changes in the Total OPEB Liability

	Total OPEB Liability
Balance at July 1, 2018	<u>\$ 1,459,688</u>
Changes for the year:	
Interest	52,818
Expected minus actual benefits payments	(35,968)
Differences between expected and actual experience	(12,350)
Changes of assumptions	30,589
Benefit payments	(103,531)
Net changes	<u>(68,442)</u>
Balance at June 30, 2019	<u><u>\$ 1,391,246</u></u>

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

B. Other Postemployment Benefits (OPEB) Liability (continued)

County Office Plan (continued)

Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the County, as well as what the County’s total OPEB liability would be if it were calculated using a discount rate that is one percentage-point lower or one percentage-point higher than the current discount rate:

Discount Rate	OPEB Liability
1% decrease	\$ 1,500,976
Current discount rate	\$ 1,391,246
1% increase	\$ 1,295,658

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the total OPEB liability of the County, as well as what the County’s total OPEB liability would be if it were calculated using healthcare cost trend rates that are one percentage-point lower or one percentage-point higher than the current healthcare cost trend rates:

Healthcare Cost Trend Rate	OPEB Liability
1% decrease	\$ 1,373,443
Current trend rate	\$ 1,391,246
1% increase	\$ 1,409,850

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2020, the County recognized OPEB expense of \$35,089. In addition, at June 30, 2020, the County Office reported \$104,890 of deferred outflows of resources related to OPEB resulting from County Office contributions subsequent to the measurement date of the total OPEB liability, which will be recognized as a reduction of the total OPEB liability in the year ended June 30, 2020. There were no other amounts reported as deferred outflows of resources or deferred inflows of resources related to OPEB.

Medicare Premium Payment (MPP) Program

Plan Description

The MPP Program is a cost-sharing multiple-employer other postemployment benefit (OPEB) plan established pursuant to Chapter 1032, Statutes of 2000 (SB 1435). CalSTRS administers the MPP Program through the Teachers’ Health Benefit Fund (THBF).

A full description of the MPP Program regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2018 annual actuarial valuation report, Medicare Premium Payment Program. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/actuarial-financial-and-investor-information>.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

B. Other Postemployment Benefits (OPEB) Liability (continued)

Medicare Premium Payment (MPP) Program

Benefits Provided

The MPP Program pays Medicare Part A premiums and Medicare Parts A and B late enrollment surcharges for eligible members of the DB Program who were retired or began receiving a disability allowance prior to July 1, 2012, and were not eligible for premium-free Medicare Part A. The MPP Program is closed to new entrants as members who retire on or after July 1, 2012, are not eligible for coverage under the MPP Program.

As of June 30, 2019, 5,744 retirees participated in the MPP Program. The number of retired members who will participate in the program in the future is unknown because eligibility cannot be predetermined.

The MPP Program is funded on a pay-as-you-go basis from a portion of monthly employer contributions. In accordance with California Education Code section 25930, contributions that would otherwise be credited to the DB Program each month are instead credited to the MPP Program to fund monthly program and administrative costs. Total redirections to the MPP Program are monitored to ensure that total incurred costs do not exceed the amount initially identified as the cost of the program.

Total OPEB Liability

At June 30, 2020, the County reported a liability of \$69,745 for its proportionate share of the net OPEB liability for the MPP Program. The total OPEB liability for the MPP Program as of June 30, 2019, was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2018 and rolling forward the total OPEB liability to June 30, 2019. The County's proportion of the net OPEB liability was based on a projection of the County's long-term share of contributions to the OPEB plan relative to the projected contributions of all participating school districts and the State, actuarially determined. The County's proportions of the net OPEB liability for the two most recent measurement periods were:

	<u>Percentage Share of MPP Program</u>		<u>Change Increase/ (Decrease)</u>
	<u>Fiscal Year Ending June 30, 2020</u>	<u>Fiscal Year Ending June 30, 2019</u>	
Measurement Date	<u>June 30, 2019</u>	<u>June 30, 2018</u>	
Proportion of the Net OPEB Liability	0.018729%	0.020270%	-0.001541%

For the year ended June 30, 2020, the County reported OPEB expense of \$(7,842).

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

B. Other Postemployment Benefits (OPEB) Liability (continued)

Medicare Premium Payment (MPP) Program (continued)

Actuarial Assumptions and Other Inputs

The total OPEB liability in the June 30, 2018 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Measurement Date	June 30, 2019
Valuation Date	June 30, 2018
Experience Study	July 1, 2010, through June 30, 2015
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.00%
Healthcare Cost Trend Rates	3.70% for Medicare Part A, and 4.10% for Medicare Part B

Actuarial Assumptions and Other Inputs (continued)

In addition, assumptions were made about future participation (enrollment) into the MPP Program because CalSTRS is unable to determine which members not currently participating meet all eligibility criteria for enrollment in the future. Assumed enrollment rates were derived based on past experience and are stratified by age with the probability of enrollment diminishing as the members' age increases. This estimated enrollment rate was then applied to the population of members who may meet criteria necessary for eligibility and are not currently enrolled in the MPP Program. Based on this, the estimated number of future enrollments used in the financial reporting valuation was 380, or an average of 0.23% of the potentially eligible population (165,422).

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among our members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table issued by the Society of Actuaries.

Discount Rate

The MPP Program is funded on a pay-as-you-go basis with contributions generally being made at the same time and in the same amount as benefit payments and expenses coming due. Any funds within the MPP Program as of June 30, 2019, were to manage differences between estimated and actual amounts to be paid and were invested in the Surplus Money Investment Fund, which is a pooled investment program administered by the California State Treasurer.

The discount rate used to measure the total OPEB liability was 3.50%. The MPP Program is funded on a pay-as-you-go basis as previously noted, and under the pay-as-you-go method, the OPEB plan's fiduciary net position was not projected to be sufficient to make projected future benefit payments. Therefore, a discount rate of 3.50%, which is the Bond Buyer's 20-Bond GO Index from Bondbuyer.com as of June 30, 2019, was applied to all periods of projected benefit payments to measure the total OPEB liability. The discount rate decreased 0.37% from 3.87% as of June 30, 2018.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

B. Other Postemployment Benefits (OPEB) Liability (continued)

Medicare Premium Payment (MPP) Program (continued)

Sensitivity of the County's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the County's proportionate share of the net OPEB liability, as well as what the County's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is one percentage-point lower or one percentage-point higher than the current discount rate:

Discount Rate	MPP OPEB Liability
1% decrease	\$ 76,108
Current discount rate	\$ 69,745
1% increase	\$ 63,895

Sensitivity of the County's Proportionate Share of the Net OPEB Liability to Changes in the Medicare Costs Trend Rates

The following presents the County's proportionate share of the net OPEB liability, as well as what the County's proportionate share of the net OPEB liability would be if it were calculated using Medicare costs trend rates that are one percentage-point lower or one percentage-point higher than the current rates:

Medicare Cost Trend Rates	MPP OPEB Liability
1% decrease	\$ 63,554
Current trend rate	\$ 69,745
1% increase	\$ 76,840

NOTE 8 – PENSION PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

For the fiscal year ended June 30, 2020, the County reported net pension liabilities, deferred outflows of resources, deferred inflows of resources, and pension expense for each of the above plans as follows:

Pension Plan	Net Pension Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense
CalSTRS	\$ 10,944,189	\$ 3,347,366	\$ 1,390,037	\$ 1,699,755
CalPERS	15,436,549	4,145,307	643,466	3,395,749
Total	<u>\$ 26,380,738</u>	<u>\$ 7,492,673</u>	<u>\$ 2,033,503</u>	<u>\$ 5,095,504</u>

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 8 – PENSION PLANS (continued)

The details of each plan are as follows:

A. California State Teachers’ Retirement System (CalSTRS)

Plan Description

The County contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers’ Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers’ Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2018, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/actuarial-financial-and-investor-information>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members’ final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and non-employer contributing entity to the STRP. The County contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2020, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire Date	On or before December 31, 2012	On or after January 1, 2013
Benefit Formula	2% at 60	2% at 62
Benefit Vesting Schedule	5 years of service	5 years of service
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	60	62
Monthly Benefits as a Percentage of Eligible Compensation	2.0%-2.4%	2.0%-2.4%
Required Member Contribution Rate	10.25%	10.205%
Required Employer Contribution Rate	17.10%	17.10%
Required State Contribution Rate	10.328%	10.328%

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 8 – PENSION PLANS (continued)

A. California State Teachers’ Retirement System (CalSTRS) (continued)

Contributions

Required member District and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers’ Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In June 2019, California Senate Bill 90 (SB 90) was signed into law and appropriated approximately \$2.2 billion in fiscal year 2018–19 from the state’s General Fund as contributions to CalSTRS on behalf of employers. The bill requires portions of the contribution to supplant the amounts remitted by employers such that the amounts remitted will be 1.03 and 0.70 percentage points less than the statutorily required amounts due for fiscal years 2019–20 and 2020–21, respectively. The remaining portion of the contribution is allocated to reduce the employers’ share of the unfunded actuarial obligation of the DB Program.

The contribution rates for each program for the year ended June 30, 2020, are presented above, and the County’s total contributions were \$1,154,120.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2020, the County reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the County. The amount recognized by the County as its proportionate share of the net pension liability, the related state support and the total portion of the net pension liability that was associated with the County were as follows:

District's proportionate share of net pension liability	\$	10,944,189
State's proportionate share of the net pension liability associated with the District		<u>5,970,786</u>
Total	<u>\$</u>	<u>16,914,975</u>

The net pension liability was measured as of June 30, 2019. The County's proportion of the net pension liability was based on a projection of the County's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts and the State, actuarially determined. The County's proportions of the net pension liability for the two most recent measurement periods were:

	<u>Percentage Share of Risk Pool</u>		<u>Change Increase/ (Decrease)</u>
	<u>Fiscal Year Ending June 30, 2020</u>	<u>Fiscal Year Ending June 30, 2019</u>	
Measurement Date	<u>June 30, 2019</u>	<u>June 30, 2018</u>	
Proportion of the Net Pension Liability	0.012118%	0.012890%	-0.000772%

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 8 – PENSION PLANS (continued)

A. California State Teachers’ Retirement System (CalSTRS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

For the year ended June 30, 2020, the County recognized pension expense of \$1,699,755. In addition, the County recognized pension expense and revenue of \$163,359 for support provided by the State. At June 30, 2020, the County reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 1,154,120	\$ -
Net change in proportionate share of net pension liability	756,212	634,864
Difference between projected and actual earnings on pension plan investments	25,205	446,778
Changes of assumptions	1,384,201	-
Differences between expected and actual experience	27,628	308,395
Total	<u>\$ 3,347,366</u>	<u>\$ 1,390,037</u>

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year. The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period. The deferred outflows/(inflows) of resources related to the net change in proportionate share of net pension liability, changes of assumptions, and differences between expected and actual experience in the measurement of the total pension liability will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 7 years.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows of Resources	Deferred Inflows of Resources
2021	\$ 494,203	\$ 208,115
2022	494,203	500,757
2023	494,203	212,114
2024	519,772	121,959
2025	148,245	129,229
Thereafter	42,620	217,864
Total	<u>\$ 2,193,246</u>	<u>\$ 1,390,037</u>

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 8 – PENSION PLANS (continued)

A. California State Teachers’ Retirement System (CalSTRS) (continued)

Actuarial Methods and Assumptions

The total pension liability for the STRP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2018 and rolling forward the total pension liability to June 30, 2019. In determining the total pension liability, the financial reporting actuarial valuation used the following actuarial methods and assumptions:

Valuation Date	June 30, 2018
Experience Study	July 1, 2010 through June 30, 2015
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.10%
Consumer Price of Inflation	2.75%
Wage Growth	3.50%

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among our members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP–2016) table issued by the Society of Actuaries.

The long-term investment rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS’ general investment consultant (Pension Consulting Alliance) as inputs to the process. The actuarial investment rate of return assumption was adopted by the board in February 2017 in conjunction with the most recent experience study.

For each future valuation, CalSTRS’ independent consulting actuary reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of expected 20-year geometrically linked real rates of return and the assumed asset allocation for each major asset class as of June 30, 2019, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global Equity	47%	4.8%
Fixed Income	12%	1.3%
Real Estate	13%	3.6%
Private Equity	13%	6.3%
Risk Mitigating Strategies	9%	1.8%
Inflation Sensitive	4%	3.3%
Cash/Liquidity	2%	(0.4%)

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 8 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Discount Rate

The discount rate used to measure the total pension liability was 7.10%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers are made at statutory contribution rates in accordance with the rate increases. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10%) and assuming that contributions, benefit payments and administrative expenses occur midyear. Based on those assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

The following presents the County's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.10%)	\$ 16,296,803
Current discount rate (7.10%)	10,944,189
1% increase (8.10%)	6,505,852

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the County. These payments consist of State General Fund contributions to CalSTRS pursuant to Sections 22954 and 22955.1 of the Education Code and Public Resources Code Section 6217.5. In addition, for the 2018-19 fiscal year, California Senate Bill No. 90 (SB 90) was signed into law on June 27, 2019, and appropriated supplemental contributions. Under accounting principles generally accepted in the United States of America, these amounts are reported as revenues and expenditures in the fund financial statements. The total amount recognized by the County for its proportionate share of the State's on-behalf contributions is \$832,881.

B. California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the Schools Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2018 annual actuarial valuation report, Schools Pool Accounting Report. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/employers/actuarial-resources/gasb>.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 8 – PENSION PLANS (continued)

B. California Public Employees Retirement System (CalPERS) (continued)

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2020, are summarized as follows:

	Schools Pool (CalPERS)	
	On or before December 31, 2012	On or after January 1, 2013
Hire Date		
Benefit Formula	2% at 55	2% at 62
Benefit Vesting Schedule	5 years of service	5 years of service
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	55	62
Monthly Benefits as a Percentage of Eligible Compensation	2.0 – 2.5%	2.0 – 2.5%
Required Employee Contribution Rate	7.00%	7.00%
Required Employer Contribution Rate	19.721%	19.721%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers are determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The County is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contribution rates are expressed as a percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2020 are presented above, and the total District contributions were \$1,457,966.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 8 – PENSION PLANS (continued)

B. California Public Employees Retirement System (CalPERS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

As of June 30, 2020, the County reported net pension liabilities for its proportionate share of the CalPERS net pension liability totaling \$15,436,549. The net pension liability was measured as of June 30, 2019. The County's proportion of the net pension liability was based on a projection of the County's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. The County's proportions of the net pension liability for the two most recent measurement periods were:

	Percentage Share of Risk Pool		Change Increase/ (Decrease)
	Fiscal Year Ending June 30, 2020	Fiscal Year Ending June 30, 2019	
Measurement Date	June 30, 2019	June 30, 2018	
Proportion of the Net Pension Liability	0.052966%	0.050637%	0.002329%

For the year ended June 30, 2020, the County recognized pension expense of \$3,395,749. At June 30, 2020, the County reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 1,457,966	\$ -
Net change in proportionate share of net pension liability	649,292	318,381
Difference between projected and actual earnings		
on pension plan investments	181,908	325,085
Changes of assumptions	734,828	-
Differences between expected and actual experience	1,121,313	-
Total	<u>\$ 4,145,307</u>	<u>\$ 643,466</u>

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year. The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period. The deferred outflows/(inflows) of resources related to the net change in proportionate share of net pension liability, changes of assumptions, and differences between expected and actual experience in the measurement of the total pension liability will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 4.1 years.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 8 – PENSION PLANS (continued)

B. California Public Employees Retirement System (CalPERS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows of Resources	Deferred Inflows of Resources
2021	\$ 1,574,275	\$ 116,720
2022	610,833	399,025
2023	305,886	127,721
2024	183,829	-
2025	12,518	-
Thereafter	-	-
Total	<u>\$ 2,687,341</u>	<u>\$ 643,466</u>

Actuarial Methods and Assumptions

Total pension liability for the Schools Pool was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2018 and rolling forward the total pension liability to June 30, 2019. The financial reporting actuarial valuation as of June 30, 2018 used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2018
Experience Study	1997-2015
Actuarial Cost Method	Entry age normal
Discount Rate	7.15%
Consumer Price of Inflation	2.50%
Wage Growth	Varies by entry age and service

Post-retirement mortality rates are based on CalPERS experience and include 15 years of projected ongoing mortality improvement using 90 percent of Scale MP 2016 published by the Society of Actuaries. These tables are used to estimate the value of benefits expected to be paid for service and disability retirements. For disability retirements, impaired longevity is recognized by a separate table.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical and forecasted information for all the funds' asset classes, expected compound (geometric) returns were calculated over the short term (first 10 years) and the long term (11+ years) using a building-block approach. Using the expected nominal returns for both short term and long term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the rounded single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equal to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 8 – PENSION PLANS (continued)

B. California Public Employees Retirement System (CalPERS) (continued)

Actuarial Methods and Assumptions (continued)

The target asset allocation and best estimates of real rates of return for each major asset class are summarized in the following table:

Asset Class	Assumed Asset Allocation	Real Return Years 1-10	Real Return Years 11+
Global Equity	50%	4.80%	5.98%
Fixed Income	28%	1.00%	2.62%
Inflation Assets	0%	0.77%	1.81%
Private Equity	8%	6.30%	7.23%
Real Assets	13%	3.75%	4.93%
Liquidity	1%	0.00%	(0.92%)

Discount Rate

The discount rate used to measure the total pension liability was 7.15%. The discount rate is not adjusted for administrative expenses. The fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return for the pension plan's investments was applied to all periods of projected benefit payments to determine the total pension liability.

The following presents the County's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.15%)	\$ 22,250,771
Current discount rate (7.15%)	15,436,549
1% increase (8.15%)	9,783,682

C. Social Security

As established by Federal law, all public sector employees who are not members of their employer's existing retirement system (CalSTRS or CalPERS) must be covered by social security or an alternative plan. The County has elected to use the Social Security as its alternative plan.

D. Payables to the Pension Plans

At June 30, 2020, the County reported payables of \$3,289 and \$7,325 for the outstanding amount of legally required contributions to the CalSTRS and CalPERS pension plans, respectively, for the fiscal year ended June 30, 2020.

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 9 – JOINT VENTURES

The Yolo County Office of Education participates in two joint powers agreement (JPA) entities: the Central Valley Schools Joint Powers Authority (CVSJPA) and the North Valley Schools Insurance Group (NVSIG). NVSIG pools its insurance in the Protected Insurance Program for Schools and Community Colleges (PIPS) JPA, which then insures the County Office’s workers’ compensation claims. The relationships between the County Office and the JPAs are such that the JPAs are not component units of the County Office for financial reporting purposes.

CVSJPA and NVSIG arrange for and provide workers’ compensation, property, and liability insurance coverage for their members. The JPAs are governed by boards consisting of a representative from each member district. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation of the boards. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPAs.

Condensed financial information of the JPA’s is available from each entity.

NOTE 10 – RISK MANAGEMENT

The County is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees and natural disasters. During fiscal year ending June 30, 2020, the County carried the following levels of insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Workers’ Compensation

JPA’s SIR:	\$0 with NVSIG
Excess Insurance:	\$1-\$150,000,000 with Protected Insurance Program for Schools and Community Colleges (PIPS)

Property - CVSJPA

County Office Deductible:	\$1,000
JPA’s SIR:	\$1,001 to \$10,000
Excess Insurance:	\$10,001-\$250,000 per occurrence with NorCal ReLiEF \$250,001-\$249,750,000 per occurrence with SAFER

Liability - CVSJPA

County Office Deductible:	\$1,000
JPA’s SIR:	\$1,001 to \$10,000 with CVSJPA
Excess Insurance:	\$10,001-\$1,000,000 with NorCal ReLiEF \$1,000,001-\$25,000,000 with SAFER

YOLO COUNTY OFFICE OF EDUCATION

Notes to Financial Statements

June 30, 2020

NOTE 11 – COMMITMENTS AND CONTINGENCIES

A. State and Federal Allowances, Awards, and Grants

The County has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

B. Litigation

The County is involved in certain legal matters that arose out of the normal course of business. The County has not accrued liability for any potential litigation against it because it does not meet the criteria to be considered a liability at June 30.

C. Impact of COVID-19

On March 13, 2020, a presidential emergency was declared due to the ongoing Coronavirus Disease 2019 (COVID-19) pandemic. The declaration made federal disaster assistance available through the Coronavirus Aid, Relief, and Economic Security (CARES) Act to the State of California to supplement the local recovery efforts by the K-12 education community. On that same date, Governor Newsom issued Executive Order N-26-20, guaranteeing continued State funding, holding LEAs harmless from several regulations, and providing guidelines for LEAs to operate under a “distance learning” environment.

In response, the County announced the closing of all schools in mid-March. With nearly all districts in California shut down to stem the spread of COVID-19, officials statewide hastily put in place plans to deliver “grab and go” meals with minimal contact between cafeteria staff, volunteers and families in need. In addition, the County worked to implement distance learning for all students for the remainder of the 2019-20 school year.

A companion bill to Executive Order N-26-20, Senate Bill 117 changed the method used by the County to calculate average daily attendance (ADA) for both the P-2 and Annual period apportionment to include all full school months from July 1, 2019 to February 29, 2020. As events unfold and changes are made on a daily basis, the future impacts of COVID-19 on the County’s operations are not fully known at this time.

Required Supplementary Information

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YOLO COUNTY OFFICE OF EDUCATION
Budgetary Comparison Schedule – County School Service Fund
For the Fiscal Year Ended June 30, 2020

	<u>Budgeted Amounts</u>		<u>Actual (Budgetary Basis)</u>	<u>Variance with Final Budget - Pos (Neg)</u>
	<u>Original</u>	<u>Final</u>		
Revenues				
LCFF Sources	\$ 11,443,751	\$ 11,572,008	\$ 10,597,470	\$ (974,538)
Federal Sources	4,673,757	5,207,821	4,734,840	(472,981)
Other State Sources	3,584,500	3,479,581	2,446,553	(1,033,028)
Other Local Sources	5,537,961	5,388,575	5,903,835	515,260
Total Revenues	25,239,969	25,647,985	23,682,698	(1,965,287)
Expenditures				
Current:				
Certificated Salaries	6,379,944	6,574,443	6,377,981	196,462
Classified Salaries	7,273,844	6,969,757	6,810,217	159,540
Employee Benefits	6,263,354	5,925,942	5,469,201	456,741
Books and Supplies	798,199	1,416,208	1,170,098	246,110
Services and Other Operating Expenditures	4,448,753	6,667,067	3,752,617	2,914,450
Capital Outlay	1,407,576	1,118,020	828,619	289,401
Other Outgo	(331,796)	(329,934)	(259,172)	(70,762)
Total Expenditures	26,239,874	28,341,503	24,149,561	4,191,942
Excess (Deficiency) of Revenues Over (Under) Expenditures	(999,905)	(2,693,518)	(466,863)	2,226,655
Other Financing Sources and Uses				
Interfund Transfer In	-	-	8,418	8,418
Interfund Transfers Out	(599,231)	(279,340)	(442,870)	(163,530)
Total Other Financing Sources and Uses	(599,231)	(279,340)	(434,452)	(155,112)
Excess (Deficiency) of Revenues and Other Financing Sources Over (Under) Expenditures and Other Financing Uses	(1,599,136)	(2,972,858)	(901,315)	2,071,543
Fund Balances, July 1, 2019	10,910,748	11,271,764	11,271,764	-
Fund Balances, June 30, 2020	<u>\$ 9,311,612</u>	<u>\$ 8,298,906</u>	10,370,449	<u>\$ 2,071,543</u>
Other Fund Balances included in the Statement of Revenues, Expenditures and Changes in Fund Balances:				
			Deferred Maintenance Fund	1,719,177
			Special Reserve Fund for Postemployment Benefits	723,868
Total reported General Fund balance on the Statement of Revenues, Expenditures and Changes in Fund Balances:			<u>\$ 12,813,494</u>	

YOLO COUNTY OFFICE OF EDUCATION

Budgetary Comparison Schedule – Special Education Pass-Through Fund

For the Fiscal Year Ended June 30, 2020

	Budgeted Amounts		Actual (Budgetary Basis)	Variance with Final Budget - Pos (Neg)
	Original	Final		
Revenues				
Federal Sources	\$ 6,314,096	\$ 5,836,414	\$ 5,812,821	\$ (23,593)
Other State Sources	10,258,638	10,630,568	11,732,332	1,101,764
Other Local Sources	24,931	65,931	27,921	(38,010)
Total Revenues	16,597,665	16,532,913	17,573,074	1,040,161
Expenditures				
Intergovernmental Transfers	16,597,665	16,532,913	17,383,673	(850,760)
Total Expenditures	16,597,665	16,532,913	17,383,673	(850,760)
Excess (Deficiency) of Revenues Over (Under) Expenditures	-	-	189,401	189,401
Fund Balances, July 1, 2019	17,504	340,360	340,360	-
Fund Balances, June 30, 2020	\$ 17,504	\$ 340,360	\$ 529,761	\$ 189,401

YOLO COUNTY OFFICE OF EDUCATION
Schedule of Proportionate Share of the Net Pension Liability
For the Fiscal Year Ended June 30, 2020

	<i>Last Ten Fiscal Years*</i>					
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
CalSTRS						
County Office's proportion of the net pension liability	0.0121%	0.0129%	0.0126%	0.0130%	0.0120%	0.0120%
County Office's proportionate share of the net pension liability	\$ 10,944,189	\$ 11,846,661	\$ 11,609,327	\$ 10,514,530	\$ 8,078,880	\$ 7,012,440
State's proportionate share of the net pension liability associated with the County Office	5,970,786	6,782,768	6,867,980	5,986,616	4,272,825	4,234,457
Totals	<u>\$ 16,914,975</u>	<u>\$ 18,629,429</u>	<u>\$ 18,477,307</u>	<u>\$ 16,501,146</u>	<u>\$ 12,351,705</u>	<u>\$ 11,246,897</u>
County Office's covered-employee payroll	\$ 6,715,780	\$ 6,904,269	\$ 5,672,846	\$ 6,140,149	\$ 5,773,119	\$ 5,394,097
County Office's proportionate share of the net pension liability as a percentage of its covered-employee payroll	<u>162.96%</u>	<u>171.58%</u>	<u>204.65%</u>	<u>171.24%</u>	<u>139.94%</u>	<u>130.00%</u>
Plan fiduciary net position as a percentage of the total pension liability	73%	71%	69%	70%	74%	77%
CalPERS						
County Office's proportion of the net pension liability	0.0530%	0.0506%	0.0524%	0.0532%	0.0505%	0.0512%
County Office's proportionate share of the net pension liability	\$ 15,436,549	\$ 13,501,343	\$ 12,515,547	\$ 10,507,033	\$ 7,443,750	\$ 5,812,447
County Office's covered-employee payroll	\$ 7,380,462	\$ 6,679,003	\$ 6,489,048	\$ 7,264,362	\$ 6,401,521	\$ 6,524,227
County Office's proportionate share of the net pension liability as a percentage of its covered-employee payroll	<u>209.15%</u>	<u>202.15%</u>	<u>192.87%</u>	<u>144.64%</u>	<u>116.28%</u>	<u>89.09%</u>
Plan fiduciary net position as a percentage of the total pension liability	70%	71%	72%	74%	79%	83%

* This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.

See accompanying notes to required supplementary information.

YOLO COUNTY OFFICE OF EDUCATION
Schedule of Pension Contributions
For the Fiscal Year Ended June 30, 2020

*Last Ten Fiscal Years**

	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
CalSTRS						
Contractually required contribution	\$ 1,154,120	\$ 1,093,329	\$ 996,286	\$ 713,644	\$ 658,838	\$ 512,653
Contributions in relation to the contractually required contribution	1,154,120	1,093,329	996,286	713,644	658,838	512,653
Contribution deficiency (excess):	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
County Office's covered-employee payroll	\$ 6,749,242	\$ 6,715,779	\$ 6,904,269	\$ 5,672,846	\$ 6,140,149	\$ 5,773,119
Contributions as a percentage of covered-employee payroll	17.10%	16.28%	14.43%	12.58%	10.73%	8.88%
CalPERS						
Contractually required contribution	\$ 1,457,966	\$ 1,333,059	\$ 1,037,316	\$ 901,199	\$ 860,609	\$ 753,523
Contributions in relation to the contractually required contribution	1,457,966	1,333,059	1,037,316	901,199	860,609	753,523
Contribution deficiency (excess):	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
County Office's covered-employee payroll	\$ 7,392,962	\$ 7,380,462	\$ 6,679,003	\$ 6,489,048	\$ 7,264,362	\$ 6,401,521
Contributions as a percentage of covered-employee payroll	19.721%	18.062%	15.531%	13.888%	11.847%	11.771%

* This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.

See accompanying notes to required supplementary information.

YOLO COUNTY OFFICE OF EDUCATION
Schedule of Changes in the County's Total OPEB Liability and Related Ratios
For the Fiscal Year Ended June 30, 2020

Last 10 Fiscal Years*

	2019	2018	2017
Total OPEB liability			
Interest	\$ 52,818	\$ 57,432	\$ 56,005
Expected minus actual benefits payments	(35,968)	-	-
Differences between expected and actual experience	(12,350)	-	-
Changes of assumptions or other inputs	30,589	(35,304)	-
Benefit payments	(103,531)	(147,616)	(141,938)
Net change in total OPEB liability	(68,442)	(125,488)	(85,933)
Total OPEB liability - beginning	1,459,688	1,585,176	1,671,109
Total OPEB liability - ending	\$ 1,391,246	\$ 1,459,688	\$ 1,585,176
Covered-employee payroll	\$ 13,435,881	\$ 13,076,284	\$ 12,726,310
Total OPEB liability as a percentage of covered-employee payroll	10.35%	11.16%	12.46%

Notes to Schedule:

For the measurement period, the discount rate was reduced from 3.8% to 3.5%.

** This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.*

YOLO COUNTY OFFICE OF EDUCATION

*Schedule of the County's Proportionate Share of the Net OPEB Liability – MPP Program
For the Fiscal Year Ended June 30, 2020*

Last 10 Fiscal Years*

	2019	2018	2017
County Office's proportion of net OPEB liability	0.0187%	0.0203%	0.0200%
County Office's proportionate share of net OPEB liability	\$ 69,745	\$ 77,587	\$ 84,057
Covered-employee payroll	N/A	N/A	N/A
County Office's net OPEB liability as a percentage of covered-employee payroll	N/A	N/A	N/A
Plan fiduciary net position as a percentage of the total OPEB liability	(0.81%)	0.40%	0.01%

Notes to Schedule:

As of June 30, 2012, active members are no longer eligible for future enrollment in the MPP Program; therefore, the covered payroll disclosure is not applicable.

** This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.*

See accompanying notes to required supplementary information.

YOLO COUNTY OFFICE OF EDUCATION
Notes to the Required Supplementary Information
For the Fiscal Year Ended June 30, 2020

NOTE 1 – PURPOSE OF SCHEDULES

Budgetary Comparison Schedule

The County employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the *Governmental Accounting Standards Board* and provisions of the *California Education Code*. The governing board is required to hold a public hearing and adopt an operating budget no later than July 1 of each year. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoptions with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for.

This schedule presents information for the original and final budgets and actual results of operations, as well as the variances from the final budget to actual results of operations.

Schedule of the County’s Proportionate Share of the Net Pension Liability

This schedule presents information on the County’s proportionate share of the net pension liability (NPL), the plans’ fiduciary net position and, when applicable, the State’s proportionate share of the NPL associated with the County. In the future, as data becomes available, ten years of information will be presented.

Change in benefit terms – There were no changes in benefit terms since the previous valuations for both CalSTRS and CalPERS.

Change of assumptions - There were no changes in economic assumptions since the previous valuations for either CalSTRS or CalPERS.

Schedule of District Contributions

This schedule presents information on the County’s required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, ten years of information will be presented.

Schedule of Changes in the County’s Total OPEB Liability and Related Ratios

This schedule presents information on the County’s changes in the total OPEB liability, including beginning and ending balances, and the total OPEB liability. In the future, as data becomes available, ten years of information will be presented.

Change in benefit terms – There were no changes in benefit terms since the previous valuation.

Change of assumptions – Liability changes resulting from changes in economic and demographic assumptions are also deferred based on the average working life.

YOLO COUNTY OFFICE OF EDUCATION
Notes to the Required Supplementary Information
For the Fiscal Year Ended June 30, 2020

NOTE 1 – PURPOSE OF SCHEDULES (continued)

Schedule of the County’s Proportionate Share of the Net OPEB Liability – MPP Program

This schedule presents information on the County’s proportionate share of the net OPEB liability – MPP Program and the plans’ fiduciary net position. In the future, as data becomes available, ten years of information will be presented.

Change in benefit terms – There were no changes in benefit terms since the previous valuation.

Change of assumptions – The discount rate was changed from 3.87 percent to 3.50 percent since the previous valuation.

Supplementary Information

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YOLO COUNTY OFFICE OF EDUCATION
Local Educational Agency Organization Structure
June 30, 2020

The Yolo County Office of Education was established in 1850 and provides supportive services to five school districts within Yolo County. There were no changes in the County boundaries during the current year.

The Yolo County Office of Education provides a wide range of services to the children, parents, and school districts of Yolo County from operating schools for children with disabilities to providing payroll, computing, and budgetary oversight services to K-12 school districts. The County operated the following schools during the year: two county community schools, a juvenile detention school, a charter school, a special education school with satellite classes on various school district campuses, and a preschool program that operates at nine facilities.

YOLO COUNTY BOARD OF EDUCATION,
As of June 30, 2020

Member	Office	Term Expires
Carol Souza Cole	President	November, 2022
Matt Taylor	Vice President	November, 2022
Melissa Moreno	Trustee	November, 2022
Shelton Yip	Trustee	November, 2020
Tico Zendejas	Trustee	November, 2020

ADMINISTRATION

Garth Lewis,
Superintendent

Carolynne Beno, Ed.D.,
Associate Superintendent, Educational Services

Crissy Huey,
Associate Superintendent, Administrative Services

YOLO COUNTY OFFICE OF EDUCATION
Schedule of Average Daily Attendance – County Office
For the Fiscal Year Ended June 30, 2020

YOLO COUNTY OFFICE OF EDUCATION

	Second Period Certificate No. (9BCC975D)	Annual Certificate No. (6CDBD93B)
Juvenile Court Schools ADA		
Juvenile Halls, Homes and Camps		
Elementary	0.01	0.01
High School	16.47	19.76
	<hr/>	<hr/>
Sub-Totals	16.48	19.77
	<hr/>	<hr/>
County Funded Non-Juvenile Court Schools ADA		
Probation Referred, On Probation or Parole, Expelled Pursuant to EC 48915(a) or (c)		
Elementary	0.43	0.40
High School	54.40	51.28
	<hr/>	<hr/>
Sub-Totals	54.83	51.68
	<hr/>	<hr/>
Total ADA	<u>71.31</u>	<u>71.45</u>

YOLO COUNTY OFFICE OF EDUCATION

Schedule of Average Daily Attendance – Yolo County Career Academy

For the Fiscal Year Ended June 30, 2020

YOLO COUNTY CAREER ACADEMY

	Second Period		Annual	
	Reported Certificate No. (CF4D8E07)	Audited	Reported Certificate No. (53BF9A9B)	Audited
County Funded Non-Juvenile Court Schools ADA				
Probation Referred, On Probation or Parole, Expelled				
Pursuant to EC 48915(a) or (c)				
High School	2.34	0.00	2.19	0.00

All charter school ADA was generated through classroom-based instruction.

YOLO COUNTY OFFICE OF EDUCATION
Schedule of Financial Trends and Analysis
For the Fiscal Year Ended June 30, 2020

County School Service Fund	(Budget)			
	2021 ²	2020	2019	2018
Revenues and other financing sources	\$ 27,808,164	\$ 23,682,698	\$ 26,641,930	\$ 23,343,685
Expenditures	27,588,087	24,149,561	26,247,648	22,158,465
Other uses and transfers out	196,932	442,870	714,886	83,770
Total outgo	27,785,019	24,592,431	26,962,534	22,242,235
Change in fund balance (deficit)	23,145	(909,733)	(320,604)	1,101,450
Ending fund balance	\$ 10,393,594	\$ 10,370,449	\$ 11,308,243	\$ 11,662,745
Available reserves ¹	\$ 833,600	\$ 725,913	\$ 797,215	\$ 663,813
Available reserves as a percentage of total outgo	3.0%	3.0%	3.0%	3.0%
Total long-term debt	\$ 33,396,603	\$ 33,587,049	\$ 32,773,046	\$ 31,803,287
Average daily attendance at P-2	N/A	71	83	100

The County School Service Fund balance has increased by \$1.3 million over the past two years. The fiscal year 2020-21 budget projects an increase of \$23,145. For a county of this size, the state recommends available reserves of at least the greater of \$596,000 or 3% of total County School Service Fund expenditures, transfers out, and other uses (total outgo).

The County has incurred operating deficits in two of the past three years, but anticipates an operating surplus during the 2020-21 fiscal year. Long-term debt has increased by \$1,783,762 over the past two years.

Average daily attendance has decreased by 29 over the past two years. No ADA will be reported in 2020-21.

¹ Available reserves consist of all unassigned fund balances in the County School Service Fund.

² As of September, 2020.

³ The actual amounts reported in this schedule are for the County School Service Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Deferred Maintenance Fund and the Special Reserve Fund for Postemployment Benefits in accordance with the fund type definitions promulgated by GASB Statement No. 54.

YOLO COUNTY OFFICE OF EDUCATION

*Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
For the Fiscal Year Ended June 30, 2020*

*There were no differences between the Annual Financial and Budget Report and the
Audited Financial Statements in any funds.*

YOLO COUNTY OFFICE OF EDUCATION
Schedule of Expenditures of Federal Awards
For the Fiscal Year Ended June 30, 2020

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Cluster Expenditures	Federal Expenditures
U.S. Department of Agriculture:				
Passed through California Dept. of Education (CDE):				
Child and Adult Food Care Program Cluster:				
Child and Adult Care Food Program	10.558	13666	\$ 9,294	
CCFP Cash in Lieu of Commodities	10.558	13389	384	
Total Child and Adult Care Food Program Cluster				\$ 9,678
Total U.S. Department of Agriculture:				<u>9,678</u>
U.S. Department of Education:				
Passed through California Dept. of Education (CDE):				
Every Student Succeeds Act (ESSA):				
Title I Cluster:				
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	138,584	
Title I, Part D, Local Delinquent Programs	84.010	14357	91,383	
School Improvement Funding for LEAs	84.010	15438	169,020	
School Improvement Funding for COEs	84.010	15439	57,389	
Total Title I Cluster				456,376
Title II, Part A, Supporting Effective Instruction State Grant	84.367	14341		6,532
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396		10,514
Title IV, Part B, 21st Century Community Learning Centers Program	84.287	14681		1,800
Title IX, Part A, McKinney-Vento Homeless Assistance Grants	84.196	14332		62,439
Individuals with Disabilities Education Act (IDEA):				
Special Education Cluster:				
Local Assistance Entitlement, Part B, Sec 611	84.027	13379	5,340,569	
Preschool Grants, Part B, Sec 619	84.173	13430	143,387	
Alternate Dispute Resolution, Part B, Sec 611	84.173A	13007	17,143	
Mental Health Services, Part B, Sec 611	84.027A	15197	327,953	
Preschool Staff Development, Part B, Sec 619	84.173A	13431	912	
Total Special Education Cluster				5,829,964
Early Intervention Grants	84.181	23761		81,048
Total U.S. Department of Education				<u>6,448,673</u>
U.S. Department of Health & Human Services:				
Passed through California Dept. of Education:				
Head Start Cluster:				
Head Start	93.600	10016	2,923,212	
Early Head Start	93.600	15291	1,115,238	
Head Start - Training & Technical Assistance	93.600	N/A	25,983	
Early Head Start - Training & Technical Assistance	93.600	15292	34,554	
Total Head Start Cluster				4,098,987
Child Care Development Fund Cluster:				
Federal Child Care, Center-Based	93.596	13609	234,171	
Local Planning Councils	93.575	13946	53,117	
Quality Improvement Activities	93.575	14990, 14092, 14130	209,546	
Total Child Care Development Fund Cluster				496,834
Total U.S. Department of Health & Human Services				<u>4,595,821</u>
Total Expenditures of Federal Awards				<u>\$ 11,054,172</u>

Of the Federal expenditures reported in the schedule, the County provided federal awards to subrecipients as follows:

Program Title	Federal CFDA Number	Amount Provided to Subrecipients
Special Education Cluster (IDEA):		
Local Assistance Entitlement, Part B, Sec 611	84.027	\$ 5,340,569
Preschool Grants, Part B, Sec 619	84.173	143,387
Mental Health Allocation, Part B, Sec 611	84.027A	327,953
Preschool Staff Development, Part B, Sec 619	84.173A	912
		<u>\$ 5,812,821</u>

YOLO COUNTY OFFICE OF EDUCATION
Schedule of Charter Schools
For the Fiscal Year Ended June 30, 2020

<u>Charter School</u>	<u>Charter Number</u>	<u>Included in Audit?</u>
Empowering Possibilities International Charter	1746	No
Yolo County Career Academy*	1951	Yes

* - Closed effective August 9, 2019

YOLO COUNTY OFFICE OF EDUCATION

Note to the Supplementary Information

June 30, 2020

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Average Daily Attendance (ADA)

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the County. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to LEAs. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Financial Trends and Analysis

This schedule discloses the County's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the County's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual financial report to the audited financial statements.

Schedule of Expenditures of Federal Awards

The schedule of expenditures of Federal awards includes the Federal grant activity of the County and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements. The County did not elect to use the ten percent de minimis indirect cost rate.

Schedule of Charter Schools

This schedule lists all charter schools chartered by the County, and displays information for each charter school and whether or not the charter is included in the County audit.

Other Independent Auditors' Reports

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Education
Yolo County Office of Education
Woodland, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Yolo County Office of Education as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Yolo County Office of Education's basic financial statements, and have issued our report thereon dated January 21, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Yolo County Office of Education's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Yolo County Office of Education's internal control. Accordingly, we do not express an opinion on the effectiveness of the Yolo County Office of Education's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the County's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

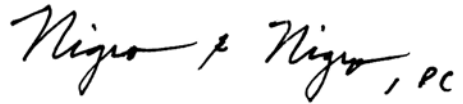
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Yolo County Office of Education's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the County's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the County's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Handwritten signature in cursive script that reads "Nigro & Nigro, PC".

Murrieta, California
January 21, 2021



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR
EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Education
Yolo County Office of Education
Woodland, California

Report on Compliance for Each Major Federal Program

We have audited Yolo County Office of Education's compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on each of Yolo County Office of Education's major federal programs for the year ended June 30, 2020. Yolo County Office of Education's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Yolo County Office of Education's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Yolo County Office of Education's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Yolo County Office of Education's compliance.

Opinion on Each Major Federal Program

In our opinion, Yolo County Office of Education complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

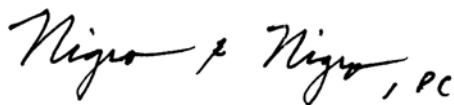
Report on Internal Control Over Compliance

Management of Yolo County Office of Education is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Yolo County Office of Education's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the County's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Murrieta, California
January 21, 2021



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Education
Yolo County Office of Education
Woodland, California

Report on State Compliance

We have audited Yolo County Office of Education's compliance with the types of compliance requirements described in the 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting that could have a direct and material effect on each of the Yolo County Office of Education's state government programs as noted on the following page for the fiscal year ended June 30, 2020.

Management's Responsibility

Management is responsible for compliance with state laws, regulations, and the terms and conditions of its State programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Yolo County Office of Education's state programs based on our audit of the types of compliance requirements referred to on the following page. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to on the following page that could have a direct and material effect on a state program occurred. An audit includes examining, on a test basis, evidence about Yolo County Office of Education's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each state program. However, our audit does not provide a legal determination of Yolo County Office of Education's compliance.

In connection with the audit referred to above, we selected and tested transactions and records to determine the County's compliance with the State laws and regulations applicable to the following items:

Table with 2 columns: Description, Procedures Performed. Rows include: Local Education Agencies Other Than Charter Schools: Attendance (Yes), Teacher Certification and Misassignments (Yes), Kindergarten Continuance (Not Applicable), Independent Study (Yes), Continuation Education (Not Applicable), Instructional Time (Not Applicable), Instructional Materials (Yes), Ratio of Administrative Employees to Teachers (Not Applicable).

Description	Procedures Performed
Classroom Teacher Salaries	Not Applicable
Early Retirement Incentive	Not Applicable
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	Yes
Middle or Early College High Schools	Not Applicable
K-3 Grade Span Adjustment	Not Applicable
Transportation Maintenance of Effort	Not Applicable
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Yes
District of Choice	Not Applicable
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study - Course Based	Not Applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Not Applicable

Unmodified Opinion on Compliance with State Programs

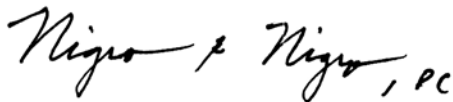
In our opinion, Yolo County Office of Education complied, in all material respects, with the types of compliance requirements referred to above for the year ended June 30, 2020.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance with the compliance requirements referred to previously, which are required to be reported in accordance with the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, and which are described in the accompanying schedule of findings and questioned costs as Findings 2020-001 and 2020-002. Our opinion on each state program is not modified with respect to these matters.

District's Responses to Findings

Yolo County Office of Education's responses to the compliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs. Yolo County Office of Education's responses were not subjected to the auditing procedures in the audit of compliance and, accordingly, we express no opinion on the responses.



Murrieta, California
January 21, 2021

Findings and Questioned Costs

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YOLO COUNTY OFFICE OF EDUCATION
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2020

SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issued	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

Federal Awards

Internal control over major programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None reported</u>
Type of auditors' report issued on compliance for major programs:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance, Section 200.516	<u>No</u>
Identification of major programs:	
<u>CFDA Numbers</u> <u>Name of Federal Program or Cluster</u>	
84.027 and 84.173 Special Education Cluster	
Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

State Awards

Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>
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YOLO COUNTY OFFICE OF EDUCATION
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2020

SECTION II - FINANCIAL STATEMENT FINDINGS

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*. Pursuant to Assembly Bill (AB) 3627, all audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>AB 3627 Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no financial statement findings in 2019-20.

YOLO COUNTY OFFICE OF EDUCATION
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2020

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

This section identifies the audit findings required to be reported by the Uniform Guidance, Section 200.516 (e.g., significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs).

There were no federal award findings or questioned costs in 2019-20.

YOLO COUNTY OFFICE OF EDUCATION
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2020

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

This section identifies the audit findings pertaining to noncompliance with state program rules and regulations.

Finding 2020-001: CALPADS Unduplicated Pupil Counts (40000)

Criteria: Supplemental and concentration grant amounts are calculated based on the percentage of "unduplicated pupils" enrolled in the LEA on Census Day (first Wednesday in October). The percentage equals:

- Unduplicated count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. "Unduplicated count" means that each pupil is counted only once even if the pupil meets more than one of these criteria (*EC* sections 2574(b)(2) and 42238.02(b)(1)).
- Divided by total enrollment in the LEA (*EC* sections 2574(b)(1) and 42238.02(b)(5)). All pupil counts are based on Fall 1 certified enrollment reported in the CALPADS as of Census Day.

Condition: During our testing of the free and reduced-price meal (FRPM) eligible students reported in the CALPADS 1.17 and 1.18 reports, we noted that two (2) students were reported as qualifying for free or reduced priced meals did not qualify for that status for the 2019-20 fiscal year. This is due to the fact that the County applied the local "grace period" to the CALPADS reporting and as a result, some students in the CALPADS system were reported based on 2018-19 application data instead of 2019-20 application data.

Context: We noted errors in two of the five students we tested in the special education program.

Cause: We recognize that the County makes every attempt to comply with regulation; however, numerous regulatory changes occurred in the current year and the final regulations were not released until after the CALPADS deadline, which contributed to this issue.

Effect: The error results in no loss of funding since the County Office is funded under its floor entitlement. A summary of the errors is as follows:

Program/Site:	Adjusted based on		Adjusted Total
	CALPADS	eligibility for: FRPM	
Cesar Chavez Community	54	-	54
Dan Jacobs	14	-	14
Yolo County Special Education	76	(2)	74
Totals	144	(2)	142

The enrollment count of 251 was not impacted as a result of the procedures performed.

Recommendation: We recommend that the County work with the Child Nutrition Services department to update the CALPADS system once all applications are received. Although there is a grace period recognized at a local level, the County should update CALPADS retroactively to reflect the current year application information in the reporting software. We also recommend that procedures are established to ensure that the student information system which is used for CALPADS reporting, is updated to reflect the changes made in the Child Nutrition Services internal system prior to the submission of the CALPADS report.

YOLO COUNTY OFFICE OF EDUCATION
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2020

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS (continued)

Finding 2020-001: CALPADS Unduplicated Pupil Counts (40000) (continued)

County Office Response: The Yolo County Office of Education was notified by our independent audit firm during our interim testing period that two students did not qualify for free and reduced priced meals. The applications were completed by the parents and submitted to the district that supplied the meals. At that point, the district cafeteria staff made changes to the forms, and the changes were not questioned by the program. The program has set procedures to collect copies of all applications and audit all changes.

Finding 2020-002: Charter School Mode of Instruction (10000, 40000)

This is a repeat of Finding 2019-001.

Criteria:

California Education Code section 47612.5 states:

(a) Notwithstanding any other provision of law and as a condition of apportionment, a charter school shall do all of the following:

(1) For each fiscal year, offer, at a minimum, the following number of minutes of instruction:

- (A) To pupils in kindergarten, 36,000 minutes.
- (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.
- (D) To pupils in grades 9 to 12, inclusive, 64,800 minutes.

California Education Code section 47612.5(e)(1) states:

(e)(1) Notwithstanding any other provision of law, and as a condition of apportionment, “classroom-based instruction” in a charter school, for the purposes of this part, occurs only when charter school pupils are engaged in educational activities required of those pupils and are under the immediate supervision and control of an employee of the charter school who possesses a valid teaching certification in accordance with subdivision (l) of Section 47605. For purposes of calculating average daily attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the school site, and the charter school shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Section 47612.5.

Condition: Yolo County Career Academy (YCCA) began operating classes for students in grades 9-12 in the 2018-19 school year and continued into August 2019, but did not meet the requirement to offer at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Section 47612.5. In order to comply, the school would have been required to offer at least 51,840 minutes of classroom instruction.

Context: Students at YCCA had the opportunity to choose a career pathway in Construction (YCCP) or Manufacturing (YCMP). Both programs closed in August 2019.

YOLO COUNTY OFFICE OF EDUCATION
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2020

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS (continued)

Finding 2020-002: Charter School Mode of Instruction (10000, 40000) (continued)

Cause: The School was unaware of the requirement.

Effect: As a result of this finding, ADA of 2.19 claimed by the charter school is disallowed. Using the “Derived value of ADA, Grades 9-12” calculator provided by the California Department of Education, the dollar value of the ADA is \$36,247 (2.19 x \$16,551).

Recommendation: The charter school has been closed and is no longer in operation, therefore, no further action needs to be taken.

County Office Response: The Yolo County Office of Education notified our independent auditor when we discovered the discrepancy of instructional minutes that were implemented and the instructional minutes that were in the charter petition. Although the charter was closed on August 9, 2019 the Educational Services and Business Services management have reviewed our procedures on approval of bell schedules and calendars, and have implemented a new procedure that involves a cross checking from both departments. This procedure is being used for all Yolo County Office of Education's programs to ensure compliance with the requirements set in the California Education Code section 47612.5.

YOLO COUNTY OFFICE OF EDUCATION
Summary Schedule of Prior Audit Findings
For the Fiscal Year Ended June 30, 2020

Original Finding No.	Finding	Code	Recommendation	Current Status
<i>Finding 2019-001: Charter School Mode of Instruction</i>	<p>California Education Code section 47612.5 states:</p> <p>(a) Notwithstanding any other provision of law and as a condition of apportionment, a charter school shall do all of the following:</p> <p>(1) For each fiscal year, offer, at a minimum, the following number of minutes of instruction:</p> <p>(A) To pupils in kindergarten, 36,000 minutes.</p> <p>(B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.</p> <p>(C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.</p> <p>(D) To pupils in grades 9 to 12, inclusive, 64,800 minutes.</p> <p>California Education Code section 47612.5(e)(1) states:</p> <p>(e)(1) Notwithstanding any other provision of law, and as a condition of apportionment, “classroom-based instruction” in a charter school, for the purposes of this part, occurs only when charter school pupils are engaged in educational activities required of those pupils and are under the immediate supervision and control of an employee of the charter school who possesses a valid teaching certification in accordance with subdivision (l) of Section 47605. For purposes of calculating average daily attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the school site, and the charter school shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the</p>	<p>10000 40000</p>	<p>The charter school has been closed and is no longer in operation, therefore, no further action needs to be taken.</p>	<p>Implemented; however, see Finding 2020-002.</p>

YOLO COUNTY OFFICE OF EDUCATION
Summary Schedule of Prior Audit Findings
For the Fiscal Year Ended June 30, 2020

Original Finding No.	Finding	Code	Recommendation	Current Status
<i>Finding 2019-001:</i> <i>Charter School</i> <i>Mode of Instruction</i> <i>(continued)</i>	<p>school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Section 47612.5.</p> <p>Yolo County Career Academy (YCCA) began operating classes for students in grades 9-12 in the 2018-19 school year, but did not meet the requirement to offer at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Section 47612.5. In order to comply, the school would have been required to offer at least 51,840 minutes of classroom instruction. It should be noted that management of the Yolo County Office of Education identified the problem and notified the auditors prior to the auditors discovering it.</p>			

8. 11. Monthly Board Financial Report

Description

Per request of the County Board of Education, attached is the current financial report for January 2021.

Recommendation

For information only.

Supporting Documents

 BOARD FINANCIAL REPORT JANUARY 02092021.pdf

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	5,978,295.92	8,949,958.08	40.04
	FEDERAL REVENUES :	4,917,722.00	1,229,265.00	6,146,987.00	2,513,570.94	3,633,416.06	40.89
	OTHER STATE REVENUES :	2,917,805.00	1,248,287.00	4,166,092.00	2,219,078.27	1,947,013.73	53.26
	OTHER LOCAL REVENUES :	6,997,875.00	175,921.00	7,173,796.00	804,096.20	6,369,699.80	11.20
* TOTAL YEAR TO DATE REVENUES		* * 26,108,573.00 *	6,306,556.00 *	32,415,129.00 *	11,515,041.33 *	20,900,087.67 *	35.52

EXPENDITURE DETAIL							
	CERTIFICATED SALARIES :	6,412,560.00	264,742.00	6,677,302.00	3,482,285.43	3,195,016.57	52.15
	CLASSIFIED SALARIES :	7,446,979.00	61,174.00	7,508,153.00	3,869,508.95	3,638,644.05	51.53
	EMPLOYEE BENEFITS :	6,920,161.00	721,839.00-	6,198,322.00	2,627,545.92	3,570,776.08	42.39
	BOOKS AND SUPPLIES :	866,474.00	671,805.00	1,538,279.00	712,026.27	826,252.73	46.28
	SERVICES, OTHER OPER. EXPENSE:	4,469,754.00	4,511,939.00	8,981,693.00	1,990,361.99	6,991,331.01	22.16
	CAPITAL OUTLAY :	123,016.00	129,175.00	252,191.00	693,622.46	441,431.46-	275.03
	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 *	13,305,610.44 *	17,497,748.56 *	43.19

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
9110	CASH IN COUNTY TREASURY	8,470,723.27	986,626.59	9,457,349.86

8. 12. Review Public Comment Procedures

Description

Discussion on Public Comment Procedures during Regular and Special Board meetings.

Recommendation

For Discussion and Information.

Contact Person

Vice President Melissa Moreno will present this item.

8. 13. Yolo County Board of Education March 5, 2021 Retreat Planning

Description

Discuss Agenda items (DRAFT agenda attached) for the YCBE Retreat scheduled for Friday, March 5, 2021 at 9 a.m.

Recommendation

For Information.

Supporting Documents



03-5-21 Board Retreat Agenda

Contact Person

Superintendent 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 – Social Media
 - Special Meetings – How and when meetings are scheduled
 - Scheduling Committee meetings
- 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

8. 14. Suggested Future Agenda Item(s)

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.*

9. ADJOURNMENT
