



YOLO COUNTY BOARD OF EDUCATION REGULAR BOARD MEETING

02/08/2022 03:30 PM

Yolo County Office of Education - 1280 Santa Anita Court, Suite 120, Woodland, CA
95776

and ZOOM Video Webinar
Open Session - 3:30 PM

AGENDA

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



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BOARD MEMBERS

Melissa Moreno, President
Tico Zendejas, Vice President
Carol Souza
Shelton Yip

This meeting is being agendized to allow Board members, staff and the public to participate in a hybrid meeting via in-person and by teleconference, pursuant to Government Code section 54953(e)(1) (as amended by Assembly Bill 361). If attendees join the meeting in person, please adhere to the COVID-19 state mandated guidance which includes social distancing and wearing masks.

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Or One tap mobile :

US: +16699006833,,97637728971# or +13462487799,,97637728971#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 301 715 8592 or +1 312 626 6799 or +1 929 205 6099

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2. Meeting information and phone number can be found at: <https://www.ycoe.org>
(<https://simbli.eboardsolutions.com/SU/pTa2cslsh2uzr9oWdZaxXdeYw==>)
3. When the Chair calls for the item on which you wish to speak on, press *9 to raise a hand and *6 to unmute. Speakers will be called on by the last four digits of their phone number. Phone numbers in their entirety will be

visible online while speakers are speaking.

4. When prompted, please state your name for the record and provide your public comment.
5. You will have the allotted time given by the Chair to provide your comments. Once your time has ended, you will be moved out of the queue and your phone will be muted.
6. Participants who wish to speak on other items on the Agenda or for other comment periods please press *9 as above.

Further instructions on how to submit your public comments can be found in the *Public Comment* section of this agenda.

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

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 - b. Superintendent
 - i. Employee of the Month
 - c. Superintendent's Advisory Team (SAT)
 - d. Committees

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<p>These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion unless a Trustee or citizen requests that an item(s) be removed for discussion and separate consideration. In that case the designated item(s) will be considered following approval of the remaining items:</p> <p>Approval of Minutes:</p> <ul style="list-style-type: none"> a. December 14, 2021 Regular Meeting b. January 11, 2022 Regular Meeting c. TCCs d. Renew authorization for remote (teleconference/videoconference) meetings by finding, pursuant to Assembly Bill 361, that (a) the COVID-19 pandemic state of emergency is ongoing, and (b) local officials continue to recommend measures to promote social distancing. 	
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<p>Candidates: Elizabeth Esquivel Maria Grijalva Karl Machschefes</p>	

Kingsley Melton

4. Public Comment

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http://bit.ly/Board_Comments

Please submit your Google form by the Board meeting date. A moderator for the meeting will read your comments for the record.

- *In person at the Yolo County Office of Education, 1280 Santa Anita Court, Suite 120 in the Woodland Conference Room. Please wear a mask and adhere to social distancing rules.*

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comment.

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6. Participants who wish to speak on other items on the Agenda or for other comment periods please press *9 as above.

Comments may not exceed three (3) minutes.

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

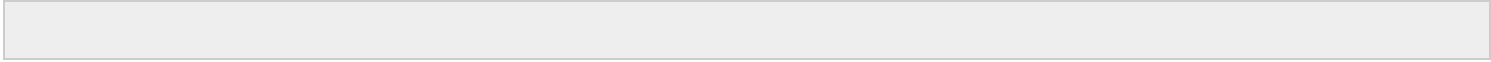
- a. Enrollment update - this is a standing report to the Board
 - b. Program - this is a standing report to the Board
 - c. Financial Reports - this is a standing report to the Board
 - d. Policy Council Meeting Agenda - this is a standing report to the Board
 - e. Policy Council Meeting Minutes - this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

3. LCAP Mid-Year Update (Quarterly Report) 	357
Information only.	
4. Proposed Dan Jacobs School Calendar 2022-2023 	397
Information only. It is staffs' intention to bring this back for final approval in March.	
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For information.	
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This item is being presented for information.	
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This item is being presented as information.	
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This item is being presented as information.	
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AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS:

- Four calendar days prior to the meeting, a full Board packet is available for review at the office of the Yolo County Office of Education Reception Desk, 1280 Santa Anita Court, Suite #100, Woodland (8:00 a.m. - 5 p.m., Monday through Friday - excluding County Office of Education holidays).
- Agenda documents distributed to the Board less than 72 hours before the meeting will be made available at the office of the Yolo County Office of Education Reception Desk, 1280 Santa Anita Court, Suite #100, Woodland (8:00 a.m. - 5:00 p.m., Monday through Friday - excluding County Office of Education holidays). [Government Code section 54957.5]
- Board Agendas are posted outside the YCOE Administrative Office building at 1280 Santa Anita Court, Suite #100 and #120, in weather-protected glass cases.
- 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
- The Yolo County Office of Education does not discriminate against persons with disabilities and is an accessible facility. Persons with disabilities who wish to attend this meeting and require assistance in

order to participate should contact the Executive Assistant to the Superintendent at (530) 668-3702 at least 24 hours in advance of the meeting to make reasonable arrangements to ensure accessibility. Language translation services and American Sign Language (ASL) interpreters will be provided with a minimum notice of three (3) business days prior to the meeting.





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

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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. Employee of the Month
- c. Superintendent's Advisory Team (SAT)
- d. Committees

Recommendation

For Information.

Supporting Documents



EMPLOYEE OF THE MONTH



Admin Services update 2.2022



Educational Services Updates-Feb. 2022

****EMPLOYEE OF THE MONTH****

On behalf of the Superintendent's Advisory Team, it is my pleasure to
announce

Bianca Solorio
Foster Youth & Homeless Services Outreach
Specialist

as the Employee of the Month for February.

You may be wondering what the boxes are in
Bianca's cubicle. Bianca has collected, arranged, and packed
140 individual Pack and Go book bags for our countywide students,
grades 2nd-4th,
who identified in the educational database as McKinney and foster
youth. Through her efforts,
our program is able to provide 2-3 books per student accompanied with
information
on the importance of literacy and ways to increase reading growth in
children.

In addition to the bags, Bianca created and customized Yolo COE
bookmarks for the students as well as a resource list for parents.

Thank you for always bringing our program visions to
life and creating smiles on our students' faces!

ADMINISTRATIVE SERVICES FEBRUARY 2022 UPDATES

Crissy Huey - Associate Superintendent, Administrative Services

External Business Services

Director, Veronica Moreno

- EBS and ITS staff worked together with COE and district staff to complete rigorous audits, process, and print 5,5750 W-2s and 432 1099s

Internal Business Services

Director, Debra Hinely

- 2022-2023 budget development process
- Sherrin Buras was hired to fill the vacant Senior Business Services Technician position. The Internal Fiscal Services Department is fully staffed.

Support Operations Services

Director, Matthew Juchniewicz

- Continue to coordinate with State agencies to receive and distribute PPE allocations to Yolo County schools.
- Collaborating with Educational Services on multiple facilities projects.

Information & Technology Services

Director, Carl Fahle

- **ECE Managed iPads:** 55 managed iPads deployed to ECE with support for ChildPlus Mobile.
- **VMWare Horizon Client Update:** ITS staff successfully updated the current version of VMWare Horizon improving connection speeds and bringing YCOE back into support for the current licensed version.
- **Log4J Security Vulnerability:** ITS staff performed security updates as part of regular departmental processes and addressed any identified areas of vulnerability related to the Log4J exploit (the Log4Shell vulnerability would allow remote code execution on vulnerable servers, giving an attacker the ability to import malware that would completely compromise machines). YCOE mitigated potential risks related to this exploit.

Educational Services Update

February 2022

Equity and Support Services

Micah Studer, Assistant Superintendent

- Supported the work of Washington USD by facilitating Continuous Improvement Workshops
- Collaborated with County Office leads to provide LCAP training to County Offices and to construct the LCAP approval manual and presented on the new template to Yolo County Districts
- Facilitated the Mid-Year LCAP Update for Yolo County COE
- Presented an induction training for practicing Administrators on ethics, integrity, and equity

Special Education

Jessica Burrone, Director

- A nurse was hired for 3 days a week to serve our students at all sites. Our YCOE school nurse remains posted.
- SPED programs are down to 4 para educators to be fully staffed. We recently filled at least 4 vacancies; the rest are filled with contracted assistance.
- IEEEP was awarded an extension to fulfill PD requirements through December 2022.
- YCOE is hosting the first cohort on inclusive practices under the IEEEP grant on February 5th. This is a series of trainings. There are 35 ECE participants that include representation from our district partners, YCOE ECE staff and local childcare providers.
- YCOE teachers recently completed alternative ELPAC training. Teachers are being trained and or retrained in the implementation of all student testing for them to administer. Previously done by staff coordinators, some teachers, and principals. Giving it back.

Teaching and Learning/ College and Career Readiness

Deb Bruns, Director

- *No update currently.*

Foster, Homeless, and Mental Health Services

Mariah Ernst-Collins, Coordinator II

- For the Boys Documentary showing, in partnership with Empower Yolo, the DA's office, Dignity Health, and CommuniCare Health Center, we had over 46 participants.
 - Sex trafficking is a worldwide epidemic, a tragedy that affects women, men, and children. While the movement of sex trafficking has brought large awareness to female victims of trafficking, males have largely been overlooked. **BOYS**, seeks to do that – bring validity to the truth that males are victims of sex trafficking here in the United States.

- Current focus is on ensuring all 12th-grade seniors, foster and McKinney Vento, have information/resources on FAFSA completion and have completed the FAFSA.
- Continued planning with LEA's, internal departments, and community partners to plan for AB 130 (Foster) and ARP 11 (EHCY/McKinney Vento) funding to support learning recovery and matriculation.
- FYSCP Coordinator with the Health and Human Services Agency Clinical Manager will be presenting at the Breaking Barriers pre-symposium webinar, I to We, to share out on Yolo County's System of Care and interagency team (AB 2083).

Early Childhood Education

Shannon McClarin, Director

- We kicked off our Dual Language Learner virtual professional development series for Family Friend and Neighbor childcare providers
- We have applied for additional state grant funding to serve Infants and Toddlers in the City of Woodland
- Head Start staff have been working tirelessly to continue to provide in person services in the midst of changing health conditions

Special Projects

Gail Nadal, Director

- YCOE has distributed TK outreach materials for all LEAs in Yolo which included information on enrollment, TK brochure and TK background information for the community.
- At the TK Leads meeting had Kelly Twibell Sanchez from UC Davis Lab school give a presentation on What the TK program should look like including TK curriculum, Instruction and Environments.
- February 15th hosting Professional Development training for current TK teachers, Administrators, and others on the **Core Components of Quality Early Learning Programming**.
- LEAs are preparing for recruitment and enrollment, working on their TK Expansion Plan, and implementing strategies to ensure our areas of planning have been covered for this new expansion.

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

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- d. Renew authorization for remote (teleconference/videoconference) meetings by finding, pursuant to Assembly Bill 361, that (a) the COVID-19 pandemic state of emergency is ongoing, and (b) local officials continue to recommend measures to promote social distancing.

Supporting Documents



12-14-21 Minutes



1-11-22 Minutes



TCC's January 2022 11 totals



Remote Meetings Resolution - Feb 2022

YOLO COUNTY BOARD OF EDUCATION
Regular Meeting: December 14, 2021
MINUTES

1.0 OPENING PROCEDURES

1.1 Call to Order and Roll Call. The Yolo County Board of Education meeting met on December 14, 2021 at 3:31 p.m. at a Regular Board meeting session in person. Board Members present were: Melissa Moreno, Shelton Yip and Tico Zendejas. Absent: Carol Souza Cole. Vice President Moreno 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 to Approve Agenda.

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

1.4 Public Comment.
Jacqueline Wong, President, Washington USD Board made public comment to honor and acknowledge Matt Taylor and his contributions to the Yolo County Board of Education.

2.0 HONORING TRUSTEE MATT TAYLOR’S CONTRIBUTIONS TO THE YOLO COUNTY BOARD OF EDUCATION

Superintendent Garth Lewis and the Yolo County Board of Education honored Matt Taylor for his years of service on the Board. He was presented a resolution from Assemblymember Kevin McCarty’s office. Some comments from the Board about Mr. Taylor included his commitment, generosity and integrity which will be missed and the Board has appreciated his hard work and involvement on the Board through the years.

Superintendent Garth Lewis read a message from Trustee Souza Cole who was absent:

We started on this governance journey together 7 years ago. I have really enjoyed working with you and it has been a real pleasure to serve on this Board with you.

Your leadership and thought contributions have been significant in moving us forward – both as a Board and a county office of education. Your dedication to the mission has been an inspiration.

I’ll miss your perspective on the budget and facilities, and your enthusiasm for this

work. And, of course, I will never again look at a Yolo County Treasurer's report without thinking of you.

Best Wishes and the best of luck and everything else to you!

Break at 3:45 PM

Returned to meeting at 3:55 PM

3.0 YOLO COUNTY CAREER PROGRAM (YCCP) STUDENT

Gayelynn Gerhart, Principal, Alternative Education introduced students from the Yolo County Career Program (YCCP). Fermin Bermudez and Nick Leach, students from YCCP presented their recruitment video and shared their reflections and goal setting with the Board.

4.0 REPORTS

4.1 Trustee Yip

- ~~• Attended California School Boards Association (CSBA) conference in December.~~
- ~~• Attended Dr. Richard Pan, Assembly member's presentation on the Workforce Teacher/Housing advantage at the CSBA Conference.~~
 - ~~○ Great Information.~~
- ~~• Appointed to the California County Board of Education (CCBE) Region 6 Delegate.~~
- ~~• Now on Board of Directors for CCBE.~~
- ~~• New Treasurer for CCBE is Hector Camacho.~~

- Senator Richard Pan addressed the CSBA AAPI caucus on issues faced by students, staff and communities
- A presentation by DGS Strategies sharing the Workforce Housing Advantage; an innovative approach to ease the California teacher shortage by creating affordable housing in their district
- Karina Talamontes, Trustee Sacramento COE, was appointed treasurer for CCBE to fill the vacancy created when Matt Taylor resigned from this position
- Hector Comacho, Trustee San Mateo COE was elected as the next VP for CCBE

Trustee Moreno

- Attended CSBA conference where the California Latino School Boards Association (CLSBA) and Deborah Zavala organized various events at conference.
 - Great week of planning and organizing.
- Attended the Native American curriculum advisory retreat.
 - Deb Bruns, Director, Teaching and Learning did an excellent job planning and organizing the event.

- Superintendent Garth Lewis is very supportive of event.
- A lot more work ahead investing in upcoming leadership retreat.

Trustee Zendejas

- Attended CSBA conference in December.
 - Great to have educational leaders in same place.
 - Technology was a big topic at conference.
 - Had a great time.

Superintendent

- Superintendent Lewis also attended the CSBA conference and presented with Davis Joint USD.
- Attended the California Native American Curriculum Advisory retreat. Thanked Vice President Moreno for introducing this topic to YCOE.

Margie Valenzuela, Executive Director, Human Resources honored the Employees of the Month for December: Katya Griffin and Ana Renteria. Staff honored and congratulated their exemplary work. Katya Griffin attended in person and thanked staff for the nomination brought forward from colleagues. They will also be honored at Greengate school at 2 PM on Friday if anyone is interested in attending.

SAT

Crissy Huey, Associate Superintendent, Administrative Services presented her report in the Board packet.

Maria Arvizu-Espinoza, Associate Superintendent, Educational Services presented her report in the Board packet.

Discussed

Ms. Arvizu-Espinoza discussed the Alternative Education Equity Report from San Diego state. It stated that Cesar Chavez Community School was in the top 5% of schools. This information is very humbling and wanted to share how proud we are. Currently working on success indicators and how do we let people know about the programming offered.

Committees

None

2.2

Associations

None

- 5.0 YOLO COUNTY OFFICE OF EDUCATION AUDIT REPORT JUNE 30, 2021.**
Debra Hinely introduced Jesse Deol, from James Marta & Company Accounting firm who presented the audit report to the Board.

Trustee Carol Souza Cole arrived at 4:35 PM.

Trustee Souza Cole sent Ms. Huey and Superintendent Lewis her questions on the audit in which some of them were answered by auditors.

Questions from Trustee Cole included the lease, GASB 87 and OPEB liabilities.

Other items discussed included:

- Summary statement of net position.
- Summary statement of activities.
- County School Services Fund expenses.
- Financial trends and analysis.
- Status of prior year comments

Crissy Huey, Associate Superintendent, Administrative Services thanked staff for all their hard work on the audit report.

Trustee Yip stated that the audit report was very well done and in depth. He appreciates staff for all of their hard work on this report.

6.0 CONSENT AGENDA

Motion to approve consent agenda.

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

Superintendent Lewis acknowledged that Betsy Erickson, Yolo County Teacher of the Year 2022 had arrived and asked if the Board didn't mind moving up her item so that she and her family may be able to honor her now.

8.0 HONORING THE YOLO COUNTY TEACHER OF THE YEAR 2022 – BETSY ERICKSON, PHYSICAL EDUCATION TEACHER, RIVER CITY HIGH SCHOOL (WASHINGTON USD)

Public comment from Jackie Wong, Board President, Washington USD. She stated that she wanted to thank the Yolo County Office of Education (YCOE) for acknowledging Ms. Erickson for her phenomenal work with students. She is very proud of her work and is grateful for her dedication and commitment to the students, families and community.

Superintendent Lewis honored Ms. Erickson with flowers and \$200 donation from Travis Credit Union. He thanked her for her dedication and work with students. Ms. Erickson thanked staff and her family for their support.

7.0 ACTION ITEMS

- 7.1 RESOLUTION #21-22/24 In Support of AB 75, The Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022
Superintendent Lewis presented this item.

Motion to approve RESOLUTION #21-22/24 In Support of AB 75, The Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022

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

Trustee Souza Cole asked Superintendent Lewis if he is sending this resolution to legislature or a specific person. Trustee Yip asked that we mail the resolution to Lisa Kaplan, Trustee, Natomas USD since she is collecting them from all districts and COE and will send them all together to the legislature.

7.2 2021-2022 Yolo County Office of Education First Interim Report and Budget Revision

Debra Hinley, Director, Internal Fiscal Services reviewed this item in the Board Packet and responded to questions from the Board. Trustee Souza Cole had questions on the net revenues increasing. Ms. Hinley and Ms. Crissy Huey, Associate Superintendent, Administrative Services stated that revenues are being used for one-time expenditures, that is why there is an increase. There was also discussion on:

- Deficit spending.
- Programs.
- Ending fund balance.
- Budget adoption.

Motion to adopt the 2021-22 Yolo County Office of education First Interim Report and Budget Revision.

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

7.3 Educator Effectiveness Block Grant

Dr. Micah Studer, Assistant Superintendent, Equity and Support Services presented this item in the Board packet and responded to questions. Assembly Bills 130 and 167 authorized the Educator Effectiveness Block grant for all LEAs. As a condition of the funding, boards must adopt a plan prior to December 30th, 2021.

Trustee Souza Cole confirmed the total plan expenditure of \$354,760. These monies have to be spent by 2025. This is also a one-time allotment.

Motion to approve the Educator Effectiveness Block Grant

MOTION: Yip **SECOND:** Souza Cole

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

- 7.4 Filling Yolo County Board of Education Vacancy for Trustee Area 1
Superintendent Lewis presented this item and responded to questions.
Staff recommendation is for the Board to fill the vacancy in Trustee Area 1 by
provisional appointment (60 days from today).

Motion to approve filling the Board vacancy in Trustee Area 1 by provisional
appointment.

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

- 7.5 2022 Organizational Meeting

a. Election of Officers

1) President. Trustee Souza Cole opened the nominations for President.
Trustee Souza Cole nominated Trustee Melissa Moreno for President. The
Board thanked Trustee Taylor for serving as President in 2021.

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

Trustee Moreno was unanimously elected President for 2022.

2) Vice President. Trustee Souza Cole opened the
nominations for Vice President. Trustee Souza Cole nominated Trustee
Zendejas for Vice President.

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

Trustee Zendejas was unanimously elected Vice President for 2022.

b. Adopt the 2022 Board Meeting Calendar Dates and Times. The Board
reviewed the proposed meeting calendar. The following meeting dates and times
were approved:

January 11, 2022, 3:30 p.m.
February 8, 2022, 3:30 p.m.
March 4, 2022, 9:00 a.m. (Board Retreat)
March 8, 2022, 3:30 p.m.
April 12, 2022, 3:30 p.m.

May 10, 2022, 3:30 p.m.
June 14, 2022, 3:30 p.m. (Budget Study Session)
June 28, 2022, 3:30 p.m. (Budget & LCAP Adoption)
July 2022, No Meeting
August 9, 2022, 3:30 p.m.
September 13, 2022, 3:30 p.m.
October 11, 2022, 3:30 p.m.
November 8, 2022, 3:30 p.m.
December 13, 2022, 3:30 p.m.

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

President Moreno’s teaching schedule will be released soon and when she receives it she may need to request a change in the Board meeting dates and times at a future meeting.

Trustee Yip requested that staff review the board policy regarding meetings and change the language to include that there is not a board meeting conducted in July each year.

- c. Appointment of Board Committee Representatives
 - 1) YCSBA Representative: **President Melissa Moreno**
 - 2) Policies/Procedures/Bylaw Review Committee: **Trustees Shelton Yip and Tico Zendejas**
 - 3) Superintendent’s Compensation Committee: **President Melissa Moreno and Vice President Tico Zendejas**
 - 4) Facilities Committee: **Trustees Carol Souza Cole and Shelton Yip**
 - 5) Board Budget: **Trustee Carol Souza Cole and new trustee for area 1 when appointed**

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

Vice President Tico Zendejas left meeting at 5:59 PM

9.0 A Public Hearing will be conducted to receive comments from parents, teachers, members of the community, and bargaining unit leaders regarding the initial proposal to the Yolo County Superintendent of Schools from the California Schools Employees Association (CSEA), Yolo County Chapter #639 and Initial Proposal of Superintendent of Schools for Reopener Negotiations for 2022-23.

Public Hearing opened at 6 PM and closed at 6:01 PM

10.0 A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding 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 2022-2023.

Public Hearing opened at 6:01 PM and closed at 6:02 PM

- 11.0 A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding 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 2022-2023.

Public Hearing opened at 6:03 PM and closed at 6:04 PM

- 12.0 A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Response to Initial Proposal from Yolo Education Association and Initial Proposal of Superintendent for Negotiations.
- Public Hearing opened at 6:04 PM and closed at 6:05 PM

13.0 INFORMATION ITEMS

13.1 Yolo County Superintendent of Schools' Response to the Initial Proposal from the California School Employees Association (CSEA), Yolo County Chapter #639 and Initial Proposal of Superintendent for Reopener Negotiations for 2022-23.

Superintendent Garth Lewis presented this item in the Board packet and responded to questions.

13.2 Contract Opener/Reopener and Response to the Initial Proposal from the American Federation of State, County and Municipal Employees (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 2022-23.

Superintendent Garth Lewis presented this item in the Board packet and responded to questions.

13.3 Contract Opener/Reopener and Response to the Initial Proposal from the American Federation of State, County and Municipal Employees (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 2022-23.

Superintendent Garth Lewis presented this item in the Board packet and responded to questions.

13.4 Contract Opener/Reopener and Response to Initial Proposal from Yolo

Education Association and Initial Proposal of the Yolo County Superintendent of Schools from the Yolo Education Association (YEA) for Negotiations.

Superintendent Garth Lewis presented this item in the Board packet and responded to questions.

13.5 Alternative Education Monthly Attendance Reports

Micah Studer, Assistant Superintendent, Equity and Support Services presented this item in the Board packet and responded to questions from the Board.

Items discussed:

- Remedy attendance.
- Questions from President Moreno included if there are exit interviews or surveys with students and why are we working with the District Attorney's office and not human services in regards to counseling and therapists for students? Also is there a program to help students who may be leaving school to assist with income. Were there COVID funds to provide stipends for the career and technical education and participation?
- Staff stated funds cannot be used for attendance and the District Attorney is the lead in truancy and pursuing litigation. Dr. Studer stated that we are working on how to coordinate community support and currently there is a counseling and health services vacancy rate for therapists. The wellness center had to close down so there are currently no therapists which is a similar narrative across the state. There is a Communicare therapist on staff for the Yolo County Career Program (YCCP) Project based work. In regards to the reasons why students aren't coming to school, it could be anything from money and income and the YCCP students do receive stipend.

There is currently no status change in regards to juvenile hall. The Board of Supervisors have not taken any action on this subject. There is currently 54 percent attendance at Dan Jacobs and Jatinder Sandhu is the current teacher there. President Moreno stated that enrollment and attendance effects current budget.

13.6 Head Start/Early Head Start Reports

Maria Arvizu-Espinoza, Associate Superintendent, Educational Services presented this item in the Board packet and responded to questions from the Board.

Items discussed included:

- Filling vacancies.
- Attendance.
- Visits.
- Childcare providers.
- Financial reports.
- Budget development.
- Afghan children.
- Policy council meeting went very well. Elected officers. Dr. Sisson report on legalities impact Head Start program.

- New family coaching program.
- Dual language learners in preschool.

13.7 Monthly Board Financial Report

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

President Moreno asked a question regarding property taxes which was discussed by staff.

Suggested future agenda items.

- Update on filling of board vacancy at next meeting.
- Trustee Yip – Update Board policies (9000s)
- March Board retreat dedicating time on budget cycles, procedures, mini study session.

6.0 ADJOURNMENT. The meeting adjourned at 6:40 PM

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

Garth Lewis, Superintendent

YOLO COUNTY BOARD OF EDUCATION
Regular Meeting: January 11, 2022
MINUTES

1.0 OPENING PROCEDURES

1.1 Call to Order and Roll Call. The Yolo County Board of Education met on January 11, 2022 at 3:31 p.m. at a Regular Board meeting session in person. Board Members present were: Carol Souza Cole, Shelton Yip and Tico Zendejas. Absent: Melissa Moreno. Vice President Zendejas 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 to Approve Agenda

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

1.4 Public Comment.
Maria Grijalva, Latino Information and Resource Center gave the following public comment:

I am here to introduce myself and I live in West Sacramento. I am here to say sorry that you lost Matt Taylor as your President and that was the main reason I came and introduced myself and I haven't had the pleasure of meeting everyone here. Also back in 2018 I had ran for the position and also in 2015 I had written to our county district attorney that I felt there was a conflict of interest with Matt and I actually brought a copy of that letter to share. Full circle the attorney general ended up agreeing with me and Trustee Sarah Kirby and so I wanted to reintroduce myself and I am sorry Matt had to leave and I am grateful for all of the work that you do.

2.0 REPORTS

2.1 Board Reports

Trustee Yip
Happy New Year. There are no reports.

Trustee Souza Cole
Happy New Year. There are no reports.

Trustee Zendejas
Happy New Year. There are no reports.

Superintendent

Superintendent Lewis reviewed items listed in the Power Point which included:
Return to School information and updated events:

- January 19, 4:30 PM: Virtual Martin Luther King Jr. Celebration with Dr. Tecoy Porter
- January 26, 9 AM: Governor's Budget Proposal for 2022-23: Implications for Public Education with Patti Herrera
- January 26, 3 PM: Classified Educator Recruitment Fair

Trustee Souza Cole requested that the registration link for the events please be emailed to her and Board.

Margie Valenzuela, Executive Director, Human Resources honored the Employee of the Month for January: Bridget Vaughn. Ms. Valenzuela read the following:

Bridget played an integral role while a short-handed External Business Services Department served our districts and YCOE departments. Her years of experience with YCOE was invaluable. She contributed in both a technical accounting way as well as providing a calm and professional attitude throughout. Her dedication and attitude, in my opinion, should be recognized. She is an example of an employee we want to continue with YCOE for years to come.

Ms. Vaughn was not able to attend the meeting but staff honored and congratulated her exemplary work.

SAT

Crissy Huey, Associate Superintendent, Administrative Services presented her report in the Board packet.

Items discussed included:

- Current staff shortage.
- Antigen test kits delivered to students and staff.
- Half of SOS staff were out so members of the Superintendent's Advisory Team stepped up and helped.
- Trustee Yip thanked staff members and stated that LEA's complimented the county office on doing a great job of delivering these kits to districts.

Maria Arvizu-Espinoza, Associate Superintendent, Educational Services presented her report in the Board packet.

Items discussed included:

- Stated that it is a very interesting time and thanked her YCOE team for all of their hard work.
 - They have pulled together to make the best of the current situation with COVID-19 and staff being out and flexible with schedules.

- Universal TK and working with state.
 - Thanked Superintendent Lewis for his patience and leadership.

Public Comment

Pam Gonzalez, member of the Yolo California Indian Curriculum & Professional Learning Advisory Committee requested to give public comment at this time which the Board approved.

Her comment is below:

I am not speaking for the committee that I am on and these are my opinions. I wanted to share with the Board our first year and give some positive feedback regarding the year we have been together. I have been with the committee for sixteen (16) months and one of the positives that we have had is Professional development for teachers in the district and we have explored and connected with other organizations and resources in the county and outside agencies like Woodland Community College and Davis.

We have been provided with a retreat training which just took place and helped us to work better as a committee to continue the work with educators. This year I would like to bring up professional development training for the YCOE Board, Superintendent and principals because it begins with support from the top. I am going to bring this issue up at the next meeting. The Second thing is we will continue our support for a second professional development for teachers and continue with retreat training. A lot of us are not trained in abstracts and it is helpful that we have these two (2) meetings. We are also meeting at end of month for a third.

I would like to be put on future agendas as a committee report also. I think this work that we are doing is helpful to navigate the ethnic studies state mandates down the pike and should be used as a model. Also please think local histories. Because our history is overlapping with other groups. Shout out to Superintendent Garth Lewis- he never told us no while navigating COVID when we met in 2020 of September and there was a lot on him and a lot of requests. He never told us no and provided support for us all the way. We couldn't have asked for a better person to start this work with us and want the rest of the Board to know that.

Deb Bruns, Director, Teacher and Learning is so proactive and has been to every meeting and facilitated each one. I have much respect for her continuing this work and how much they have done to get this started. Ms. Bruns brought Shasta education and their program to us and the Redmond group who facilitated professional development training with Ms. Pennywell a Native American teacher and educator. We couldn't have found a better person to help facilitate that and connect with other agencies in the school districts. I wanted the Board to know all this amazing work that is happening. Thank you!

Committees

None

- 2.2 Associations
None

3.0 CONSENT AGENDA

Trustee Yip requested that the minutes be pulled.

Motion to approve consent agenda minus the *minutes*.

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

Trustee Yip will email the changes to the minutes to Yvette Seibert, Executive Assistant and the Board will approve those minutes at the next Board meeting on February 8, 2022.

- 4.0 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 and Initial Proposal of the California School Employees Association (CSEA), Yolo County Chapter #639. Public Hearing opened at 3:56 p.m. and closed at 3:57 p.m.
- 5.0 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 and Initial Proposal of the American Federation of State, County and Municipal Employees (AFSCME), Council 57, Certificated Unit. Public Hearing opened at 3:57 p.m. and closed at 3:58 p.m.
- 6.0 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 and Initial Proposal to the American Federation of State, County and Municipal Employees (AFSCME), Council 57, Classified Unit. Public Hearing opened at 3:58 p.m. and closed at 3:59 p.m.
- 7.0 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 and Initial Proposal to the Yolo Education Association (YEA). Public Hearing opened at 3:50 p.m. and closed at 3:51 p.m.

8.0 ACTION ITEMS

- 8.1 RESOLUTION #21-22/25 African American History Month – February 2022
Superintendent Lewis presented this item. It is important to celebrate African American History Month especially in the current time period in Nation's history of civil rights and voter rights. Superintendent Lewis quoted Carter B. Woodson, The Father of Black History and stated that is where we should be headed as an educational community and institution – "*Real education is meant to inspire*

people to live more abundantly, to learn to begin life as they find it and make it better.”

Motion to approve RESOLUTION #21-22/25 African American History Month – February 2022

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

8.2 RESOLUTION #21-22/26 Career Technical Education Month – February 2022

Motion to approve RESOLUTION #21-22/26 Career Technical Education Month – February 2022. Superintendent Lewis presented this resolution to Deborah Bruns, Director, Teaching and Learning. Ms. Bruns thanked the Board and commented on the work done by staff to create a strong program at Cesar Chavez in regards to the reimagined YCCP Program. She thanked Superintendent Lewis and staff.

Trustee Souza Cole requested the date in the resolution be changed to 2022.

Motion to approve RESOLUTION #21-22/26 Career Technical Education Month – February 2022

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

8.3 Request to change the date of the Board Retreat meeting that is currently scheduled for March 4, 2022. Superintendent requested a change. Friday does work well. March 18, 2022.

Motion to approve changing the Board Retreat meeting date from March 4, 2022 to March 18, 2022 pending discussion with President Moreno on her schedule.

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

9.0 INFORMATION ITEMS

9.1 Alternative Education Monthly Attendance Reports

Dr. Micah Studer, Assistant Superintendent, Equity and Support Services presented this item in the Board packet and responded to questions from the Board.

Trustee Souza Cole requested clarification on Cesar Chavez - Woodland and the

percentage of students attending per PowerPoint.

9.2 Head Start/Early Head Start Reports

Shannon McClarin, Director, Early Childhood Education presented this item in the Board packet and responded to questions from the Board.

Items discussed included:

- Trustee Souza Cole stated that there was not an enrollment report and financial reports. Staff stated that there was not a meeting in December that they don't provide reports until approved at the Head Start meetings. Trustee Souza Cole requested that the information be stated in future Board packets.
- Staffing challenges.
 - Trustee Zendejas asked what happens when other districts can't make the ratio of absent staff. Ms. McClarin stated that there is a plan in place and there is a flow chart for YCOE Head Start to follow. We are keeping classrooms open because management has stepped up.
- Staff vaccinations.

9.3 Comprehensive School Safety Plans

Dr. Micah Studer, Assistant Superintendent, Equity and Support Services presented this item in the Board packet and responded to questions from the Board. Draft of School Safety plans were attached. Education code requires review and adoption. Initial revision updating contact information intention is to bring back for adoption in February.

Trustee Yip asked about terms of making changes to contact information in document. He was also in attendance at parent meeting and there were concerns that there was no clear delineation regarding medications that follow kids during emergencies in regards, to severe disability, emergency food and water. Staff stated that this was addressed in plan and is aware of the concerns. The plan is continuing to be updated per Dr. Micah Studer, Assistant Superintendent, Equity and Support Services and he stated that if there are changes they will present the changes in red per Trustee Souza Cole.

9.4 School Accountability Report Cards

Dr. Micah Studer, Assistant Superintendent, Equity and Support Services presented this item in the Board packet and responded to questions from the Board. The California Department of Education (CDE) has not released data in system. Item is due on February 1 but currently it is an incomplete release. He does not feel comfortable bringing an incomplete SARC for action to the Board so he would like to bring this item back for action once there is complete data. Trustee Souza Cole stated that we could have a special meeting before the deadline if needed to approve. Dr. Studer thanked Sonia Pizano, Program Data Analyst for all her work on this item with districts.

9.5 2021-22 Second Quarter Report on Williams Uniform Complaints for YCOE

schools.

Deborah Bruns, Director, Teaching and Learning presented this item in the Board packet and responded to questions from the Board. There were no complaints.

9.6 Monthly Board Financial Report

Debra Hinely, Director, Fiscal Services presented this item in the Board packet and responded to question from the Board.

Suggested future agenda items.

None.

6.0 ADJOURNMENT. The meeting adjourned at 4:45 p.m.

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

Garth Lewis, Superintendent

YOLO COUNTY OFFICE OF EDUCATION
 TEMPORARY COUNTY CERTIFICATES
 FOR DISTRICTS

January 2022

Davis Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Nicholas Long-Rinehart	30-Day Substitute Permit
Racheal Murungi	30-Day Substitute Permit

Esparto Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Washington Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Reyna Garrido	30-Day Substitute Permit

Winters Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Woodland Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Whitney Leonardo	Single Subject Credential
Kelly Rayl-Johnson	Career Substitute Permit
Elizabeth Slivinski	Single Subject Credential
Adam Taylor	30-Day Substitute Permit
Lisa McRae	30-Day Substitute Permit
Elizabeth Sanchez	30-Day Substitute Permit
Catherine Bratton	General Education Limited Assignment

Yolo County Office of Education

Applicant Name	Type of Credential/Permit/Certificate
Sasha Connor	30-Day Substitute Permit

Total TCC's for the Month of January 2022: 11



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

RESOLUTION #20/21-30

Resolution of the Yolo County Board of Education Regarding Brown Act Compliance and Teleconferencing Pursuant to Government Code Section 54953, as Amended by Assembly Bill 361, During the COVID-19 Pandemic

WHEREAS, on March 4, 2020, Governor Gavin Newsom issued a Proclamation of State of Emergency in response to the novel coronavirus (a disease now known as COVID-19); and

WHEREAS, the County Health Officer declared a local health emergency related to the COVID-19 on March 6, 2020. The County Administrator, acting in his capacity as the Director of Emergency Services, proclaimed the existence of a local emergency related to COVID-19 on March 6, 2020.

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20, which suspended and modified the teleconferencing requirements under the Brown Act (California Government Code Section 54950 *et seq.*) so that local legislative bodies can hold public meetings via teleconference (with audio or video communications, without a physical meeting location), as long as the meeting agenda identifies the teleconferencing procedures to be used; and

WHEREAS, on June 4, 2021, the Governor clarified that the “reopening” of California on June 15, 2021 did not include any change to the proclaimed state of emergency or the powers exercised thereunder; and

WHEREAS, on June 11, 2021, the Governor issued Executive Order N-08-21, which extended the provision of N-29-20 concerning the conduct of public meetings through September 30, 2021, and the Governor subsequently signed legislation revising Brown Act requirements for teleconferenced public meetings (Assembly Bill 361, referred to hereinafter as “AB 361”); and

WHEREAS, as of the date of this Resolution, neither the Governor nor the Legislature have exercised their respective powers pursuant to California Government Code section 8629 to lift the state of emergency either by proclamation or by concurrent resolution in the state Legislature; and

WHEREAS, as of the date of this Resolution, neither the County Health Officer nor the County Administrator have exercised their powers to lift the local health emergency and local state of emergency declared and proclaimed on March 6, 2020; and

WHEREAS, the County Health Officer has confirmed that continued local rates of transmission of the virus and variants causing COVID-19 are such that meeting in person would present imminent risks to the health or safety of attendees of public meetings; and

WHEREAS, the Yolo County Board of Education has considered all information related to this matter, including the associated staff report and September 22, 2021 memorandum from the County Public Health Officer and other information relating to COVID-19; and

NOW, THEREFORE, BE IT RESOLVED AND FOUND as follows:

1. The Yolo County Board of Education hereby finds that the fact set forth in the above recitals are true and correct, and establish the factual basis for the adoption of this Resolution;

2. There is an ongoing proclaimed state of emergency relating to the novel coronavirus causing the disease known as COVID-19 and as a result of that emergency, meeting in person would present imminent risks to the health or safety of attendees of in-person meetings of this legislative body within the meaning of California Government Code section 54953(e)(1).

3. Under the present circumstances, including the risks mentioned in the preceding paragraph, the Yolo County Board of Education determines that authorizing teleconferenced public meetings consistent with Assembly Bill 361 is necessary and appropriate.

4. Staff are directed to take all actions necessary to implement this Resolution in accordance with the foregoing provisions and the requirements of Government Code section 54953, as amended by Assembly Bill 361, including but not limited to returning for ratification of this Resolution every 30 days after teleconferencing for the first time pursuant to Assembly Bill 361 for so long as either of the following circumstances exists: (a) the state of emergency continues to directly impact the ability of this legislative body to meet in person; and/or (b) state or local officials, including but not limited to the County Health Officer, continue to impose or recommend measures to promote social distancing.

PASSED AND ADOPTED by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on February 8, 2022 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Melissa Moreno, President
Yolo County Board of Education

Garth Lewis
County Superintendent of Schools

4. ACTION TO FILL TRUSTEE AREA 1 BOARD MEMBER MATT TAYLOR VACANCY TO THE YOLO COUNTY BOARD OF EDUCATION; PROVISIONAL APPOINTMENT [Educ. Code Section 5091 & 5093; BB9223]

4. 1. Review of Process

Description

A review of the Trustee Area #1, Provisional Appointment Candidate Interview Process

Contact Person

Board President Melissa Moreno

4. 2. Yolo County Board of Education Candidate Applications

Quick Summary / Abstract

Candidates:


Elizabeth Esquivel

Maria Grijalva

Karl Machschefes

Kingsley Melton

Supporting Documents

 E.Esquivel App.

 M. Grijalva App.

 K. Machschefes App.

 K. Melton App.

To: Yolo County Office of Education Board
From: Elizabeth Esquivel
Re: Vacant Seat, Area 1
Date: January 11, 2022

I would be honored to be selected as the appointee to fulfill the remainder of the term of Area 1 Trustee, that became vacant effective December 14, 2021. My legislative, public policy, education and direct field experience combined with my commitment to community building and public service, makes me a strong candidate for Area 1.

I am the product of our public education system who benefitted from administrators and teachers who cared and showed me that school was also a place I could receive a warm meal and feel a sense of stability. As a low-income, English learner who came from a single parent household and first-generation college student, my professional path guided me towards education and public policy with the goal of removing barriers and addressing systemic issues affecting California's 5.9 million students. After graduating from the University of California, Berkeley, I became a college and career advisor and activities coordinator in East Oakland, working directly with parents, students, and educators in one of the highest poverty areas in the Bay Area, helping me give back to communities like mine. I also had the honor of working for a California State Senator who represented Yolo County. My portfolio also includes education proposals with a strategic focus on the academic needs and progress of our county's students, improving the reclassification of English learners, improving campus and classroom health and safety, and increasing academic opportunities for all, .

In my current role with the CA Association of School Business Officials (CASBO), I work with the Washington Unified School District directors and directors in Yolo County to provide them with guidance and technical assistance with school finance challenges and opportunities. My commitment to my community is showcased in the collaboration with my Area 4 school board member to educate parents and community members on school finance and their role in the Local Control Accountability Plan. In addition to this, as the former Vice-Chair to the Yolo County Health Council, I worked with my colleagues to provide health education and health planning to community members, including in our schools. I am an active member of the West Sacramento Rotary Club and regularly volunteer for the Yolo County Children's Alliance and West Sac Kids Give Back to fundraise, donate, and provide school supplies and meals to the most vulnerable students in our community. My public service includes having served as Vice-Chair of the Parks, Recreation, and Intergenerational Commission, where I supported safer walks to school and improvements to our local parks. As a current planning commissioner, I keep the health and safety of building innovations and improvements surrounding our schools in mind in our discussions. All of these experiences, have provided me with the skills and insight to prepare me to serve as a YCOE Board Trustee for Area 1.

County board of education members must advocate on behalf of students and public education at all levels of government and ensure that student needs are at the forefront of policy decisions. Board members have an opportunity to build a stronger culture of leadership, accountability, collaboration, and innovation, and build the right programs to meet the specific needs of their students and communities. Those needs can be anything from finding new ways to reach hard-to-serve students or supporting schools and districts with professional development. YCOE's role in providing support for local educational agencies is important as they continue to face significant challenges to educating students through the ongoing COVID-19 pandemic, including declining enrollment, unprecedented attendance disruptions and staffing shortages, and working to improve core operations while implementing the transformative new programs created last year such as Transitional Kindergarten, Expanded Learning Opportunities and Community Schools. The YCOE board will play a key role in the oversight and accountability for the influx of one-time funds and ongoing dollars and adjusting to the update of the Local Control Accountability Plan template that will help be a guidepost for improving teaching and learning for all of our students.

For almost 6 years, I have represented over 24,000 members for CASBO, a statewide non-profit association that represents 13 different school business disciplines. This role has strengthened my in-depth knowledge in various aspects of education. I have built collaborations with the diverse K-12 education stakeholders including labor and actively and continuously engaged in state's Proposition 98 General Funding conversations. My knowledge and experience will be a valuable contribution when executing the boards strategic plans. I also possess the skillset to review and analyze education legislation to determine its policy and fiscal implications with equity and students at the forefront.

Thank you for the opportunity to help advance the work of the Yolo County Office of Education Board. I look forward to further discussing with you my commitment to ensuring that Yolo County provides the best space in education for not just my children or the children in Area 1, but for all children throughout our great county.



YOLO COUNTY BOARD OF EDUCATION
Melissa Moreno, President
1280 Santa Anita Court, Suite 100
Woodland, CA 95776
Phone: (530) 668-3702

APPLICATION/QUESTIONNAIRE FOR YOLO COUNTY BOARD OF EDUCATION

Qualifications: This member of the County Board represents and must be a resident of Yolo County, California and a registered voter.

Name: Elizabeth Esquivel

Residence Address:

How long? 6 Years

Mailing address:

Phone number:

I, Elizabeth Esquivel, hereby affirm that I am 18 years or older; a citizen of the State of California; a resident of one of the precincts represented by the vacant Board position; a registered voter; and free of any disqualification from holding a civil office.

I am interested in serving as Trustee, Area No. 1. I am a registered voter in Area 1 that covers the majority of West Sacramento, excluding portions of the Broderick and Bryte neighborhoods. I understand the role and responsibilities of a becoming a member of the Yolo County Board of Education. I understand the term of appointment is through December 2022, at which time I may run for election for a new four-year term in Trustee Area 1.

I will be available for an interview on February 8, 2022, beginning at 3:30 - 7 p.m. I understand that I will be given the opportunity to speak for a maximum of ten minutes about my interest in serving as a Board member, and about any previous experience I bring to this position.

Signature

1-11-21

Date

APPLICATION/QUESTIONNAIRE FOR YOLO COUNTY BOARD OF EDUCATION

1. My educational background began a couple of blocks from the U.S./Mexico border at Texas Southmost College in Brownsville, Texas. In 1994, I completed the CSUS, Educational Administration and Policy Studies, Master's program under Dr. Cirenio Rodriguez, our department head. My thesis work was on TQM - Total Quality Management. My master's thesis was recognized by the CA Dept of Human Resources for employment purposes. Please see my CV for further educational accomplishments.

2. In 2014, my great nephew attended Head Start at the West Capital Ave. site, and I had the honor of serving on the Policy Council for over a year. I helped form Broderick is a Community-Not a Gang, a non-profit organization dedicated to keeping students in West Sacramento out of the school to prison pipeline. We supported students from Yolo High by collaborating to create after school boxing programs, including WSPD's boxing program and a boxing program in WS's Muscle System Gym. A few years ago, a former student, Christopher Westford, lost his life to gun violence, since then I have helped the family and other students raise awareness concerning this issue. My non-profit, Latino Information and Resource Center was part of a large cohort that included YCOE that applied collectively for the Sierra Health Foundation's PYJI grant to benefit students from Yolo High.

3. In addition to attending regular Board meetings (special and committees meetings) on a regular basis, the duties and responsibilities of a Board member are to participate in an informed manner in order to make policy decisions about the facilities; review applications for charter schools; provide input concerning funding, adopt a budget, including the Superintendent's salary. Trustees provide direction regarding alternative education, early childhood education and special education programs. A Board member represents their district, and or the Board, at public events and in other settings.

4. My personal strengths include my life experience and legal background experience in paralegal work. At 16, I dropped out of high school and later enrolled in a year-long program with the Youth Conservation Corps, which led me to college. As a parent of an adult child with Aspergers, I became familiar with special education programs as a consumer. My academic studies taught me how to develop public policy. My civil service career as an associate governmental program analyst prepared me for administration of public local, state and federal programs. Working in the non-profit sector has given me first-hand knowledge of working with grants.

5. I can commit eight to twelve hours a week in person, plus one weekend a month. I am available more times virtually. As a retiree who runs a non-profit out of my home office, my availability is flexible.

6. In Nov 2018, I ran as a candidate for Trustee, Area 1, the same seat I am applying for today. Close to 4,500 Yolo voters showed their support for my candidacy. I am confident that with my focus and dedication to the underserved in my district and in Yolo county, I will be an invaluable asset to the County Board of Education. I ask you to consider voting to allow me the opportunity to serve alongside you to represent Area 1, West Sacramento.



YOLO COUNTY BOARD OF EDUCATION
Melissa Moreno, President
1280 Santa Anita Court, Suite 100
Woodland, CA 95776
Phone: (530) 668-3702

APPLICATION/QUESTIONNAIRE FOR YOLO COUNTY BOARD OF EDUCATION

Qualifications: This member of the County Board represents and must be a resident of Yolo County, California and a registered voter.

Name: Maria Grijalva

Residence Address: _____

How long: _____

Mailing address: Same as residence address

Phone number: _____

I, Maria Grijalva , hereby affirm that I am 18 years or older; a citizen of the State of California; a resident of one of the precincts represented by the vacant Board position; a registered voter; and free of any disqualification from holding a civil office.

I am interested in serving as Trustee, Area No. 1. I am a registered voter in Area 1 that covers the majority of West Sacramento, excluding portions of the Broderick and Bryte neighborhoods. I understand the role and responsibilities of a becoming a member of the Yolo County Board of Education. I understand the term of appointment is through December 2022, at which time I may run for election for a new four-year term in Trustee Area 1.

I will be available for an interview on February 8, 2022, beginning at 3:30 - 7 p.m. I understand that I will be given the opportunity to speak for a maximum of ten minutes about my interest in serving as a Board member, and about any previous experience I bring to this position.

 Maria Grijalva
 Signature

 1/31/2022
 Date

Maria Grijalva

Phone:

- Email:

EDUCATION

- MA, Equivalency, Educational Administration and Policy Studies** 1992 - 1994
California State University, Sacramento, CA
- BA, Psychology** 1989 - 1991
California State University, Sacramento, CA

RELATED EXPERIENCE

- Founder/Director** 2007 - Present
Latino Nat'l Information & Resource Center West Sacramento, CA
- Provide advocacy, social services, primarily to monolingual Spanish speakers
 - Introduce District Elections voting based on CVRA to West Sacramento's school district and city council, and eliminate at-large elections
 - *Career Highlights:* Creation of audiobook of the 2015 CA driver license handbook; instrumental in adoption of 2015 AB 60 regulations; stopped human trafficking
- Economic Development Manager** 2017 - 2018
Opening Doors Inc. Sacramento, CA
- Implement West Sacramento's CA Housing and Community Development Economic Development Block Grant, Microenterprise Technical Assistance, Hispanic Prosperity Program, Business Development Academy/Academia de Finanzas
 - Create the Guidelines for an Effective Business Plans
- Regulations Analyst** 1999 - 2009
Department of Motor Vehicles Sacramento, CA
- Develop & write administrative law/regulatory proposals for approval by the Office of Administrative Law's rulemaking statutes. Make recommendations and implement improvements to the rulemaking program. Analysis of proposed legislation for impact to the Legal Affairs Division
 - Analyze, develop program policies and procedures for one of the most technically complex units of DMV
- Disaster Worker Staff Services** 1997 - 1998
CA Offices of Emergency Services Sacramento, CA
- Coordinated federal, state and county individual disaster assistance program as the Deputy Individual Assistance Officer during the 1998 El Niño Disaster Office by ensuring compliance with federal, state and local laws
 - Research & authored the Grant Payments Unit Policies & Procedural Manual used for recovery disbursement payments

Maria Grijalva

Phone: (916) 441-1111

Email: maria.grijalva@leg.ca.gov

COMMUNITY SERVICE

YOLO NAMI, Board of Director, Member	2018 - 2020
YOLO Chapter ACLU, Board of Director, Member	2017 - 2019
Festival De La Familia, Board of Directors, Member,	2007 - 2008
SAC Washington Neighborhood CTR, Board of Directors, Member	2007 - 2008
DMV Toastmasters Club, Charter Member, President & Member	2002 - 2009

AWARDS/RECOGNITIONS

Certificate of Recognition, CA Senate State Senator Dr. Richard Pan	2016
Certificate of Appreciation, Southern Poverty Law Center	2020
Certificate of Appreciation, Superior Court of CA, Yolo County Juror, Grand Jury Report	2018
Certificate of Appreciation, WUSD College & Career Center, River City High School Career Fair	2015
Certificate of Appreciation, CA DMV, Retirement Service	2010

PROFESSIONAL DEVELOPMENT/CREDENTIALS

Certificate, Rulemaking Under the Administrative Procedure Act, Office of Administrative Law	2009
Certificate, Analyst Training, Government Training Academy, Los Rios Community District, CA	2009
CBEST, California Basic Educational Skills Test	1995
Certificate, CSUS, Behavioral Psychology	1990
Certificate, General Contractor Building Construction, Texas State Technical College	1984
Certificate, "Changing Destructive Adolescent Behavior", Yolo County Probation	2016

MEMBERSHIPS

Member, Women of the MOOSE	2019 - Current
Member, Community Advisory Committee, Senator Richard Pan	2016 - 2018
Member, Justice Cruz Reynoso Voter Registration Project	2016 - 2018
Member, SEIU Local 2015	2016 - Current
Founder, West Sacramento League of Women Voters	2015 - 2017
Supervisorial-Delegate, CA DEM Party	2015 - 2016
Alternate, Assemblymember Kevin McCarty, Yolo County Central Committee, CA Democratic Party	2015 - 2016
Member, Policy Council, YCOE, Head Start, W. Capital Site	2014 - 2015
Dolores Huerta Democratic Club, Former VP, Member	2014 - Current
Administrative Coordinator, Chicano Latino Caucus, CA Democratic Party	2013 - Current

Yolo County School Board Application

for Karl Machscheffes, District 1

1. My educational background includes over 18 years of teaching with a break, from 1996 until the present time. I have taught from 2nd grade through high school math. I have subbed from K- 12, special education, and any variety of classes. I have also taught summer school for over 10 years. And for three and a half years I owned and ran the Mathnasium Math learning center in West Sacramento.
2. West Sacramento is my adopted hometown. I have worked as a teacher, substitute, or summer school teacher for Washington USD, Woodland Polytechnic Academy, and Woodland JUSD. I also served as a board trustee for Washington USD from 2000 – 2004, which included the building of a new elementary school, the start of the new high school, and the beginning of the K-8 model for Washington USD. I have lived in precinct 1 for the past 35 years and have raised my family in West Sacramento.
3. The duties of the Yolo County School Board include ensuring the financial stability of all of the school districts in the county, providing various county educational programs, providing services for those with special needs, and providing educational programs for those youths serving in juvenile hall. The board is also responsible for providing approval and oversight for both the charter schools and the school districts in the county.
4. I feel I have several strengths, I have lived and taught in Yolo County, so I'm familiar with several of the school districts. I have prior experience as a former school board trustee. And I deeply care about not only the education of the children but of the continued growth and improvement of all of Yolo county.
5. My commitment is total. I feel, without question, I have the ability to handle the duties as a board trustee, and I will represent not only the interests of district 1, but really the interests of the entire county, concerning the education of our youth.
6. Since I have served previously as a board trustee, the learning curve for me is very quick. Additionally, I served as a board trustee, primarily as the treasurer, for 17 years with a small non-profit fraternal organization. I feel the leadership I have shown in the past and interest in education of all the students I have been given charge over, indicates my full commitment to educational excellence.



YOLO COUNTY BOARD OF EDUCATION
 Melissa Moreno, President
 1280 Santa Anita Court, Suite 100
 Woodland, CA 95776
 Phone: (530) 668-3702

APPLICATION/QUESTIONNAIRE FOR YOLO COUNTY BOARD OF EDUCATION

Qualifications: This member of the County Board represents and must be a resident of Yolo County, California and a registered voter.

Name: Karl Machscheffes

Residence Address: _____

How long? _____

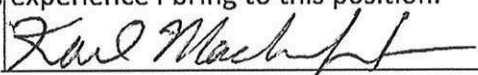
Mailing address: _____

Phone number: _____

I, Karl Machscheffes, hereby affirm that I am 18 years or older; a citizen of the State of California; a resident of one of the precincts represented by the vacant Board position; a registered voter; and free of any disqualification from holding a civil office.

I am interested in serving as Trustee, Area No. 1. I am a registered voter in Area 1 that covers the majority of West Sacramento, excluding portions of the Broderick and Bryte neighborhoods. I understand the role and responsibilities of a becoming a member of the Yolo County Board of Education. I understand the term of appointment is through December 2022, at which time I may run for election for a new four-year term in Trustee Area 1.

I will be available for an interview on February 8, 2022, beginning at 3:30 - 7 p.m. I understand that I will be given the opportunity to speak for a maximum of ten minutes about my interest in serving as a Board member, and about any previous experience I bring to this position.



Signature

January 11, 2022

Date

January 24, 2022

Board of Trustees
YOLO COUNTY BOARD OF EDUCATION (YCOE)
1280 Santa Anita Court, Suite 100
Woodland, CA 95776

Dear Trustees,

The below responses are my answers to the questions posted for the Trustee vacancy:

1. I was born and raised in San Francisco, but finished high school at Ukiah High and came to UC Davis in the fall of 1995. I majored in political science and minored in history. Upon graduation, I studied Spanish and taught English at the Rotary program Project Amigo. I earned a MBA (University of Wales) and wrote a dissertation on the since defunct Yolo County Indigent Healthcare Program (YCHIP). I completed a teaching credentialing program (Fortune School of Education) teaching English, Law and Public Policy at Sacramento Charter High School.

2. My two most relevant experiences with Yolo County schools are as a parent and as a teacher. I have two boys that both attended public schools in Washington Unified (WUSD) between 3rd and 12th grades. As a teacher, I spent my first year as a substitute prior to enrolling in Fortune's District Intern program as a full-time teacher. I worked at every school and every grade level within WUSD. The better part of spring semester was as a long term substitute in the English department at River City High School.

3. I understand the duties and responsibilities of the board as outlined in thirteen bullet points on YCOE's website. In an attempt to summarize: the duties of a trustee are to work with their fellow trustees and an elected County Superintendent to insure that the YCOE is run in a fiscally responsible and legally compliant manner with the end goal of providing inspiration, leadership, support, and advocacy that ensures equity and access to high quality education for all students.

4. I am a proven team player who can adapt and produce; and I possess the skills and experiences to help best realize YCOE's mission. Since the initial lockdown, I've served as CFO/CEO of a company that has administered tens of thousands of covid tests and provided vaccinations locally. My company is now the official testing company for the Golden One Center. I spent nearly a decade in the classroom, seven years at a Title I school where I served in numerous leadership positions. I have a deep love and knowledge of Yolo County that was built over years as then-Assemblywoman Lois Wolk's Yolo County field representative.

5. I understand the position is part-time but there are times when it will demand more than that. I am currently the CFO/CEO of a small business and have flexibility in my schedule.

6. I am passionate about restorative justice and mental health and believe they are linked. Thank you for your consideration and time.

Kingsley Melton



YOLO COUNTY BOARD OF EDUCATION
Melissa Moreno, President
1280 Santa Anita Court, Suite 100
Woodland, CA 95776
Phone: (530) 668-3702

APPLICATION/QUESTIONNAIRE FOR YOLO COUNTY BOARD OF EDUCATION

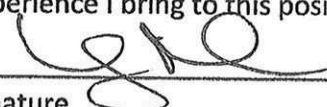
Qualifications: This member of the County Board represents and must be a resident of Yolo County, California and a registered voter.

Name: Kingsley Langer Melton
 Residence Address: _____
 How long? _____
 Mailing address: same as residence
 Phone number. _____

I, Kingsley L Melton, hereby affirm that I am 18 years or older; a citizen of the State of California; a resident of one of the precincts represented by the vacant Board position; a registered voter; and free of any disqualification from holding a civil office.

I am interested in serving as Trustee, Area No. 1. I am a registered voter in Area 1 that covers the majority of West Sacramento, excluding portions of the Broderick and Bryte neighborhoods. I understand the role and responsibilities of a becoming a member of the Yolo County Board of Education. I understand the term of appointment is through December 2022, at which time I may run for election for a new four-year term in Trustee Area 1.

I will be available for an interview on February 8, 2022, beginning at 3:30 - 7 p.m. I understand that I will be given the opportunity to speak for a maximum of ten minutes about my interest in serving as a Board member, and about any previous experience I bring to this position.


 Signature

1/24/2022
 Date

4. 3. Board Trustee, Area 1, Provisional Appointment Candidate Interviews

Quick Summary / Abstract

Order of Interviews will be randomly decided at the Board meeting.

Candidates:

Elizabeth Esquivel

Maria Grijalva

Karl Machschefes

Kingsley Melton

4. 4. Public Comment

Quick Summary / Abstract

This item is placed on the agenda for the purpose of providing visitors the opportunity to address the Board on any item(s) of business that does not appear on the formal agenda.

Visitors may also request recognition from the chairperson, to address the Board concerning an item on the agenda by completing the form provided at the door or following the public comment instructions below.

The Board reserves the right to establish a time limit on these discussions, or to refer them to the next regular meeting for further deliberation.

For those individuals who wish to make a public comment, please do so in the following manner:

- *If you are joining the meeting via Zoom and wish to make a comment on an item, press the "raise a hand" button or Zoom chat.*
- *You may also make public comment online by google form:*

http://bit.ly/Board_Comments

Please submit your Google form by the Board meeting date. A moderator for the meeting will read your comments for the record.

- *In person at the Yolo County Office of Education, 1280 Santa Anita Court, Suite 120 in the Woodland Conference Room. Please wear a mask and adhere to social distancing rules.*

To make public comment by phone:

1. *Call the Zoom phone number and enter the webinar ID for the meeting you wish to make public comment.*
2. *Meeting information and phone number can be found at: <https://www.ycoe.org> (<https://simbli.eboardsolutions.com/SU/pTa2cslsh2uzr9oWdZaxXdeYw==>)*
3. *When the Chair calls for the item on which you wish to speak on, press *9 to raise a hand and *6 to unmute. Speakers will be called on by the last four digits of their phone number. Phone numbers in their entirety will be visible online while speakers are speaking.*
4. *When prompted, please state your name for the record and provide your public comment.*
5. *You will have the allotted time given by the Chair to provide your comments. Once your time has ended, you will be moved out of the queue and your phone will be muted.*

6. Participants who wish to speak on other items on the Agenda or for other comment periods please press *9 as above.

Comments may not exceed three (3) minutes.

4. 5. Deliberation Process

4. 6. Motion to Appoint Candidate

4. 7. Oath of Office

Quick Summary / Abstract

Provisional Appointment for Trustee Area #1 will take the Oath of Office and will be seated as if elected.

Contact Person

Board President Melissa Moreno

5. ACTION ITEMS

5. 1. RESOLUTION #21-22/32 Cesar Chavez Day - March 31, 2022 

Description

Approve Resolution #21-22/32 Cesar Chavez Day - March 31, 2022

Recommendation

Staff recommends approval of Resolution #21-22/32 Cesar Chavez Day - March 31, 2022

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 #21-22/32 Cesar Estrada Chavez Day – March 31, 2022

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, 2022 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 8, 2022 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Melissa Moreno, President
Yolo County Board of Education

Garth Lewis
Yolo County Superintendent of
Schools

5. 2. RESOLUTION #21-22/31 Women's History Month - March 31, 2022 

Description

Approve Resolution #21-22/31 Women's History Month - March 31, 2022

Recommendation

Staff recommend approval of Resolution #21-22/31 Women's History Month - March 31, 2022

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 #21-22/31 Women’s History Month – March 2022
“Women Providing Healing, Promoting Hope”**

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 2022 Women’s History theme, “Providing Healing, Promoting Hope,” is both a tribute to the ceaseless work of caregivers and frontline workers during this ongoing pandemic and also a recognition of the thousands of ways that women of all cultures have provided both healing and hope throughout history; and

WHEREAS, women served as early leaders in the forefront of every major progressive social change movement, not only to secure their own right of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor union movement, and the modern civil rights movement; and

WHEREAS, the role of women in history has been underrepresented in the body of American and world history in the standard courses of study; 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; 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 addition to raising 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 2022 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 8, 2022 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Melissa Moreno, President
Yolo County Board of Education

Garth Lewis,
Yolo County Superintendent of Schools

5. 3. RESOLUTION #21-22/33 Arts Education Month- March 31, 2022 

Description

Approve RESOLUTION #21-22/33 Arts Education Month- March 31, 2022

Recommendation

Staff recommend approval of RESOLUTION #21-22/33 Arts Education Month- March 31, 2022

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 #21-22/33: Arts Education Month – March 2022

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 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 2022 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 8, 2022 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Melissa Moreno, President
Yolo County Board of Education

Garth Lewis
Yolo County Superintendent of Schools

5. 4. School Accountability Report Cards

Description

In January, staff presented an update to the board regarding the challenges with the SARCS for 2022. These challenges include delayed response times, issues with the SARC web application, and delayed data releases. The SARCS are being brought back to the board for consideration with all available data. Additional information is included in the attachments demonstrating that the board will not be required to take further action once the SARCS are adopted.

Recommendation

It is staff's recommendation that the board approves the SARCS as presented.

Supporting Documents



SARC Letter



Special Education School Accountability Report Card



Dan Jacobs School Accountability Report Card



Cesar Chavez School Accountability Report Card

Contact Person

Dr. Micah Studer, Assistant Superintendent of Equity and Support Services, will present this item.

Micah Studer

From: SARC <SARC@cde.ca.gov>
Sent: Sunday, January 23, 2022 12:55 PM
To: Micah Studer
Cc: Pizano, Sonia; Arvizu-Espinoza, Maria
Subject: RE: [External] Teacher Credentialing CDE Provided Data

Good Afternoon Micah Studer,

Thank you for contacting our office. We apologize for the delay in the response.

The California Department of Education (CDE) released all available data on the electronic 2020–21 SARC template for active public schools on Friday, January 7. The Teacher data tables (i.e., Table 6-Teacher Preparation and Placement, Table 7-Teachers Without Credentials and Misassignments, Table 8-Credentialed Teachers Assigned Out-of-Field, and Table 9-Class Assignments) will not be available at this time. Please note that the February 1 deadline for posting the SARC is a legal statute, and unfortunately there is no extension allowed.

For active public schools, we anticipate that the teacher data (Tables 6, 7, 8, and 9) will be uploaded onto the electronic 2020–21 SARC template **after** the February 1 posting due date and will not be editable. Nonpublic nonsectarian schools are expected to input the information in the teacher data tables since the CDE does not have access to this data for these school types.

The CDE populated data is information that the public schools/local educational agencies (LEAs) provided to the CDE during the school year. Therefore, if any CDE populated data do not accurately reflect district and/or school data, LEAs/schools should correct the data as part of preparing and publishing their SARCs.

We encourage all schools/LEAs to post their Board approved 2020–21 SARCs by the February 1 due date without the four teacher data tables populated. A second Board review/approval of the Teacher data tables once populated will not be required.

The blank 2020–21 SARC template is available on the CDE SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>. The corresponding downloadable data files are available on the SARC web page.

Sincerely,

SARC Team
sarc@cde.ca.gov

From: Micah Studer <Micah.Studer@ycoe.org>
Sent: Wednesday, January 5, 2022 8:09 AM
To: SARC <SARC@cde.ca.gov>
Cc: Pizano, Sonia <Sonia.Pizano@ycoe.org>; Arvizu-Espinoza, Maria <maria.arvizu-espinoza@ycoe.org>

Subject: [EXTERNAL] Teacher Credentialing CDE Provided Data

Importance: High

Good morning,

We are finalizing our SARCS and CDE provided data are missing. Specifically we are looking at:

<u>Teacher Preparation and Placement</u>
<u>Teachers Without Credentials and Misassignments</u>
<u>Credentialed Teachers Assigned Out-of-Field</u>
<u>Class Assignments</u>

There is no option for us to manually enter this data. Please advise. Thank you.

Regards,

Micah Studer, Ed.D., CCTO
Assistant Superintendent
Equity and Support Services
Title IX Coordinator
Yolo County Office of Education

Communication·Respect·Transparency·Celebration

p. (530) 668-3711
f. (530) 668-3850
e. micah.studer@ycoe.org
t. @micahstuder
he/him/his ([what's this?](#))

This message, including any attachments, is intended solely for the use of the named recipient(s) and may contain confidential and/or privileged information. Any unauthorized review, use, disclosure or distribution of this communication(s) is expressly prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy any and all copies of the original message.

Yolo County Special Education
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	285 West Beamer St. Woodland, CA , 95695-2510	Principal:	Jessica Burrone, Director, Special Education
Phone:	(530) 668-3854	Grade Span:	K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Jessica Burrone, Director, Special Education

Principal, Yolo County Special Education

About Our School

Dear Parents, Guardians, and Community members,

We at the Yolo County Office of Education (YCOE) welcome your interest in our School Accountability Report Card (SARC.) This report card provides parents, guardians, and the community with valuable information regarding the YCOE Special Education programs. Our Special Education Department provides regional programs and services to serve students with multiple disabilities (MD); Autism; Emotionally Disturbed (ED); Deaf/Hard of Hearing (DHH); Adult Living Skills (ASL); as well as students placed in YCOE's Alternative Education programs. YCOE also provides regional itinerant services including vision services, deaf and hard of hearing services, adapted physical education, assistive technology, and other related services to students in district-operated programs. This report will provide you with information regarding a variety of topics including student achievement, school safety, teacher/staff information, and curriculum and instructional materials. YCOE is committed to continuous quality improvement in each of our programs and we continue to develop and implement innovative programs to increase student achievement and address the California Common Core State Standards (CCSS.) Our Special Education Department programs and services strive to prepare students with disabilities for employment, productive citizenship, and independent living by addressing the needs of the whole student. We hope you find the report card an informative and useful tool to become more familiar with YCOE's Special Education Programs. We welcome parent input as we continue to improve each student's educational experience and individual student achievement.

Our goal is to create positive school environments for our students, families, and educational staff.

Sincerely,

Jessica Burrone
Director of Special Education

Contact

Yolo County Special Education
285 West Beamer St.
Woodland, CA 95695-2510

Phone: (530) 668-3854
Email: jessica.burrone@ycoe.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Yolo County Office of Education
Phone Number	(530) 668-6700
Superintendent	Lewis, Garth
Email Address	garth.lewis@ycoe.org
Website	www.ycoe.org

School Contact Information (School Year 2021—2022)

School Name	Yolo County Special Education
Street	285 West Beamer St.
City, State, Zip	Woodland, CA , 95695-2510
Phone Number	(530) 668-3854
Principal	Jessica Burrone, Director, Special Education
Email Address	jessica.burrone@ycoe.org
Website	http://www.ycoe.org
County-District-School (CDS) Code	57105796077275

Last updated: 1/28/22

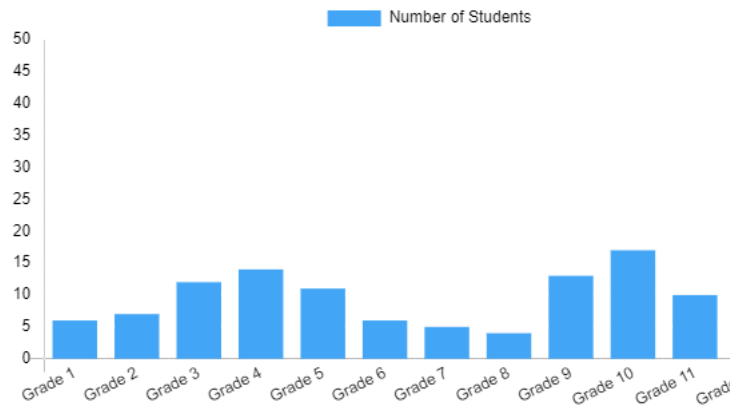
School Description and Mission Statement (School Year 2021—2022)

The Special Education Department of Yolo County Office of Education (YCOE) offers regionalized special education programs and services to the five school districts in Yolo County for students with disabilities aged 0-22 years. Our programs strive to provide a positive learning environment. Teachers provide instruction that addresses the state standards and can be adapted to meet the individual learning needs of each student. In addition to the instructional programs for students, YCOE provides special education services by qualified specialists in a variety of fields including vision services; orientation and mobility; deaf and hard of hearing services; adapted physical education; speech and language services; assistive technology; occupational therapy; physical therapy and mental health services, as deemed appropriate through each student's Individualized Education Program (IEP). The YCOE educational team works closely with parents and district representatives to ensure that students with special needs receive appropriate services.

Last updated: 1/28/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	6
Grade 2	7
Grade 3	12
Grade 4	14
Grade 5	11
Grade 6	6
Grade 7	5
Grade 8	4
Grade 9	13
Grade 10	17
Grade 11	10
Grade 12	50
Kindergarten	9
Total Enrollment	164



Last updated: 1/28/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	30.50%
Male	69.50%
Non-Binary	0.00%
American Indian or Alaska Native	1.20%
Asian	6.10%
Black or African American	6.10%
Filipino	1.80%
Hispanic or Latino	44.50%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	2.40%
White	37.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.50%
Foster Youth	2.40%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	43.30%
Students with Disabilities	96.30%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by YCOE. Textbook adoptions are completed by the school district that hosts the YCOE classroom and are utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0%
Mathematics	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by YCOE. Textbook adoptions are completed by the school district that hosts the YCOE classroom and are utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0%
Science	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by YCOE. Textbook adoptions are completed by the school district that hosts the YCOE classroom and are utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0%
History-Social Science	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by YCOE. Textbook adoptions are completed by the school district that hosts the YCOE classroom and are utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0%
Foreign Language	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by YCOE. Textbook adoptions are completed by the school district that hosts the YCOE classroom and are utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0%
Health	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by YCOE. Textbook adoptions are completed by the school district that hosts the YCOE classroom and are utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0%
Visual and Performing Arts	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by YCOE. Textbook adoptions are completed by the school district that hosts the YCOE classroom and are utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/28/22

School Facility Conditions and Planned Improvements

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

Greengate School is a self-contained educational setting for students with significant special needs. As part of a regionalized system within Yolo County SELPA, Greengate School serves students with autism and multiple disabilities. Greengate is also the location of several administrative and staff offices, including the First Steps Infant Program, Yolo County California Children's Services Medical Therapy Unit, and various YCOE therapists and specialists. The priority for Greengate School is to provide a physically and emotionally safe environment for all students. To support this priority, a variety of well-trained staff are available to provide a rich curriculum that addresses students' academic, social, emotional, behavioral, self-help, community instruction, vocational, and recreational needs. Parents, caregivers, student volunteers, community members, and administrators are important team members. The goal for all students is to engage in multiple opportunities for meaningful practice of functional life skills and independence. According to the California Department of Education School, Directory Greengate School opened July 1, 1980.

Overall, the site looks well maintained for its age. It has typical ailments of a building that is nearly 50 years old. The FIT report rated the school in FAIR condition.

Last updated: 1/8/22

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: October 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<ol style="list-style-type: none"> 1. Plate missing on remote temperature sensor in Greengate B Wing. 2. HVAC fan making a humming noise, needs to investigate Greengate E5. <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
Interior: Interior Surfaces	Fair	<ol style="list-style-type: none"> 1. Walls have damage from cracks, tears, holes, or water damage, the file room has several holes in the wall that need to be patched. The office located in Greengate A-Wing has damage to the wall. The nurse's office has damaged paint. 2. Greengate B Wing has wall damage from cracks, tears, holes, or water damage, the office in the Kitchen has damage to the wall from the door. Flooring has damage from cracks, tears, holes, or water damage, carpet has damage in the main room. Seat final in hallways has damage. Ceiling tiles are stained, not sure if actively peeling, will further investigate. The office with sliding doors has damage from gutters backing up into the building. Walls have damage from cracks, tears, holes, or water damage, hallway by staff kitchen has wall damage, door frames are chipping paint. 3. Walls have damage from cracks, tears, holes, or water damage, the wall by ecobee has a hole located in Greengate C Wing. 4. Flooring has damage from cracks, tears, holes, or water damage, back hallway floors are damaged located in Greengate C Wing. <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<ol style="list-style-type: none"> 1. Areas evaluated have accumulated refuse, dirt, and grime; the Office in Greengate D Wing needs to be cobwebbed. 2. Cluttered classroom or storeroom located in Greengate D Wing. There are 2 staff offices and 1 storeroom that are cluttered. 3. Evidence of ants, in a staff office and storage room located in Greengate D Wing. The storage room needs to have the wall sealed. <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	<p>1. Restroom in Greengate A wing new fixtures could be installed. Diffusers are missing. Not a functional issue. (D) Electrical components are damaged or not functioning properly, coax hanging by the front door.</p> <p>2. Lighting fixtures or bulbs located in Greengate E4 are not working or missing, first motion sensor not working.</p> <p>3. Lighting covers located in Greengate E5 are missing, damaged, or loose, missing diffusers by the panel.</p> <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	<p>1. Toilet/urinal/sink located in Greengate D Wing is not working, the chain needs to be adjusted on the toilet, missing toilet seat is on order.</p> <p>2. Sink/fountain located in Greengate D Wing is not working, back hallway faucet needs aerator replaced.</p> <p>3. Toilet/urinal/sink located in Greengate E1 is damaged, broken, or clogged, Sloan valve not flushing properly.</p> <p>4. Exhaust fan located in Greengate E2 is inoperable, investigating the fan vibrations.</p> <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>1. Storage located in Greengate D Wing is stacked too high in the storage room.</p> <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
Structural: Structural Damage, Roofs	Fair	<p>1. Damage to exterior paint, plaster, or finish in front of door breezeway is leaking located in Greengate C Wing.</p> <p>2. Damage to skirting or siding, trim by the outdoor router is falling located in Greengate E2.</p> <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	<p>1. Doors are broken, damaged, or missing, the front door does not close properly in Greengate B Wing.</p> <p>2. Doors are broken, damaged, or missing, the handle to the office needs a new spring flip in Greengate E3.</p> <p>3. Doors are broken, damaged, or missing, handle needs spring flipped or replaced on boy's restroom in Greengate E5.</p> <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>

Overall Facility Rate

Year and month of the most recent FIT report: October 2021

Overall Rating	Fair
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Last updated: 1/8/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/8/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	57	86.36	13.64	3.51
Female	18	15	83.33	16.67	0.00
Male	47	41	87.23	12.77	2.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	25	83.33	16.67	4.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	17	89.47	10.53	5.88
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	25	80.65	19.35	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	55	85.94	14.06	1.82

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	57	86.36	13.64	5.36
Female	18	16	88.89	11.11	6.25
Male	47	40	85.11	14.89	2.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	25	83.33	16.67	4.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	17	89.47	10.53	12.50
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	26	83.87	16.13	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	56	87.50	12.50	3.64

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

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

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/8/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): N/A
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

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

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/8/22

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/8/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	17	N/T	N/T	N/T	N/T
Female	--	N/T	N/T	N/T	N/T
Male	12	N/T	N/T	N/T	N/T
American Indian or Alaska Native	--	N/T	N/T	N/T	N/T
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	N/T	N/T	N/T	N/T
White	--	N/T	N/T	N/T	N/T
English Learners	--	N/T	N/T	N/T	N/T
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/8/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

For students aged 16 and above, career education and transition goals are addressed through each student's individualized education plan (IEP.) Students served by the Yolo County Office of Education have the opportunity to participate in academic and Workability programs for the development of career readiness skills. In addition to academic and Workability programs, when appropriate, students participate in life skills programs that offer and support the development of appropriate work behaviors, functional daily living skills, communication skills, social-emotional skills, and career exploration.

*Last updated: 1/8/22***Career Technical Education (CTE) Participation (School Year 2020—2021)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	10
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/8/22***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/8/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

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

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/8/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

Parents of students enrolled in the YCOE programs have numerous opportunities for parental involvement. The primary opportunity is to be a part of their child's Individualized Education Program (IEP) meetings. The IEP is reviewed at least once per year and more often as needed/per parental request. Parents can also participate in the Special Education Local Plan Area (SELPA)'s Community Advisory Council; and/or participate in workshops/training through SELPA/YCOE. Parents are given information about the Warmline Family Resource Center which offers parent-to-parent support and provides information about resources/training in our area. Parents are invited to participate in seasonal events (Harvest Festival; etc.) and specific parent engagement/training sessions are offered.

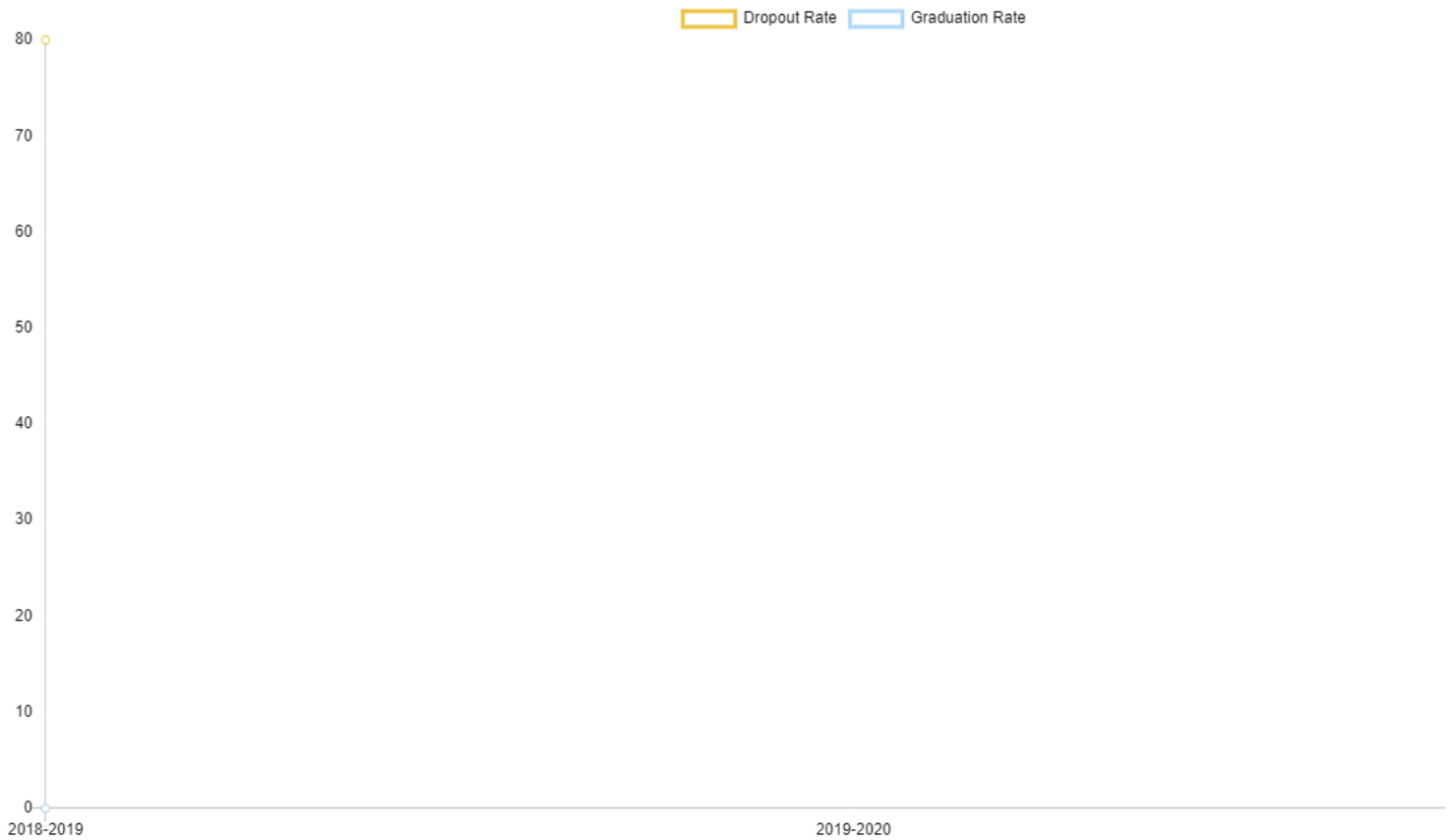
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	80.00%	--	67.40%	68.70%	46.80%	9.00%	8.90%	9.40%
Graduation Rate	--	0.00%	--	19.80%	21.70%	17.00%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	
Asian	0	0	0.00
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White			
English Learners			
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	176	170	94	55.3
Female	52	50	27	54.0
Male	123	119	67	56.3
American Indian or Alaska Native	11	11	5	56.3
Asian	2	2	0	0.0
Black or African American	11	10	5	50.0
Filipino	3	3	1	33.3
Hispanic or Latino	81	76	42	55.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	4	4	3	75.0
White	63	63	38	60.3
English Learners	30	30	11	36.7
Foster Youth	5	4	2	50.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	79	76	42	55.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	176	170	94	55.3

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	11.17%	0.00%	9.30%	0.62%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	10.58%	4.83%	2.45%
Expulsions	0.00%	0.00%	0.05%

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

Last updated: 1/8/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The School Safety Plan is reviewed annually with all safety committees that include staff, Director of Student and Support Operations, Program Principal, and parents. Evacuation, lockdown, and earthquake precautions are discussed, and updates provided. Universal precautions and emergency response procedures are reviewed and updated as needed. All visitors must check-in at the front office. Each classroom has an emergency backpack with first aid and emergency supplies including those specific to the needs of students with disabilities. Safety guidelines are posted in each classroom. In addition, YCOE is participating in an organization-wide safety master plan with the Emergency Operation Plan District Planning Team – YCOE identified planning team members to facilitate the creation of the EOP.

Last updated: 1/8/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3	10.00	1		
4	7.00	1		
5				
6	9.00	1		
Other**	6.00	2		0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5	1.00	1		
6				
Other**	7.00	8		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	1.00	1		
Other**	8.00	8		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	3.00	15		
Math	3.00	12		
Science	3.00	11		
Social Science	3.00	10		

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

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	3.00	15		
Math	3.00	6		
Science	3.00	8		
Social Science	2.00	9		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	3.00	21		
Math	3.00	9		
Science	4.00	7		
Social Science	4.00	8		

Last updated: 1/8/22

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 1/1/00

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.40
Speech/Language/Hearing Specialist	3.00
Resource Specialist (non-teaching)	0.00
Other	9.00

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$58799.00	\$58540.00	\$259.00	\$64572.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/19/22

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

Types of Services Funded (Fiscal Year 2020–2021)

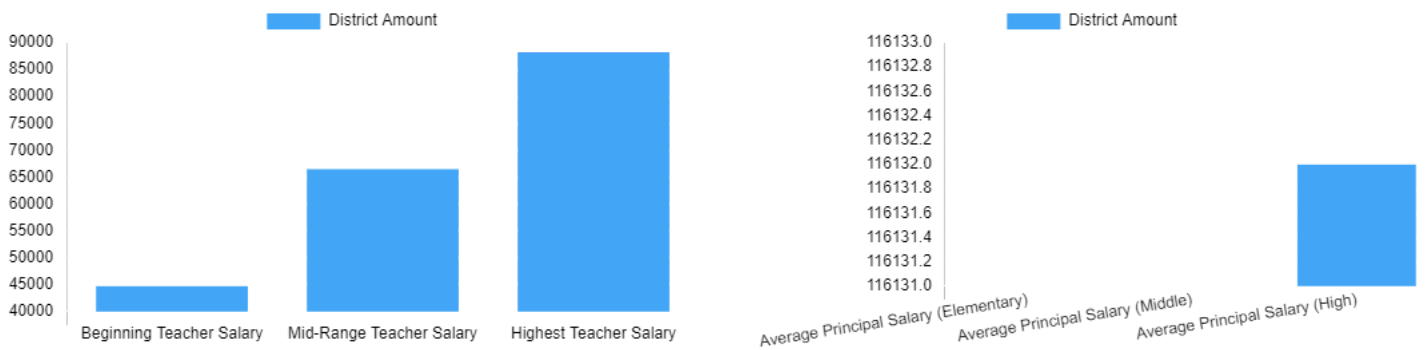
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Last updated: 1/8/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44724.00	--
Mid-Range Teacher Salary	\$66492.00	--
Highest Teacher Salary	\$88259.00	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$116132.00	--
Superintendent Salary	\$193861.00	--
Percent of Budget for Teacher Salaries	21.00%	--
Percent of Budget for Administrative Salaries	3.70%	--

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/8/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	78	58	74.36	25.64	3.45
Female	22	16	72.73	27.27	0.00
Male	55	41	74.55	25.45	2.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	26	68.42	31.58	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	17	77.27	22.73	5.88
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	26	68.42	31.58	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	56	80.00	20.00	1.79

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	78	58	74.36	25.64	5.26
Female	22	17	77.27	22.73	5.88
Male	55	40	72.73	27.27	2.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	26	68.42	31.58	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	17	77.27	22.73	12.50
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	27	71.05	28.95	7.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	57	81.43	18.57	3.57

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/22

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: N/A
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

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

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/5/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: N/A
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

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

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/5/22

Dan Jacobs
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	2880 East Gibson Rd. Woodland, CA , 95776	Principal:	Gayelynn Gerhart, Principal
Phone:	(530) 668-3091	Grade Span:	7-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Gayelynn Gerhart, Principal

Principal, Dan Jacobs

About Our School

Dear Parents, Guardians, and Community Members,

We at Dan Jacobs School (DJS) welcome your interest in our School Accountability Report Card (SARC). This report card provides parents, guardians, and the community with valuable information regarding Yolo County Office of Education's WASC accredited juvenile court school, Dan Jacobs School, located in Woodland and serving juvenile offenders within Yolo County who are under the protection or authority of the county juvenile justice system and are incarcerated in juvenile hall. The purpose of juvenile court schools is to provide mandated, compulsory public education services for juvenile offenders. DJS provides quality learning opportunities for students to complete a course of study leading to a high school diploma or GED. DJS offers 240 minutes of core academic curriculum daily. Students are required to take all state and local educational assessments. Upon release, or after the court terminates jurisdiction, students are required to continue their public education. DJS students are provided planning and transition services critical to a successful transfer back to a public school. During the time spent at DJS, we offer an opportunity for credit recovery for students deficient in credit for graduation, counseling for behavior and social awareness, and additional supports and activities to promote wellness and positive community involvement. Students also have the opportunity to earn a high school diploma from DJS. The administration and staff are eager to form a strong partnership with each and every student and to support a successful transition to the next chapter of his/her educational plan. With this in mind, we meet individually with students to set goals and create an individual plan for learning. We hope you find the report card an informative and useful tool to become more familiar with Dan Jacobs School. We welcome parent input as we continue to improve each student's educational experience and individual student achievement. Our goal is to create positive school environments for our students, families, and our educational staff.

Sincerely,

Gayelynn Gerhart, Principal

Contact

Dan Jacobs
2880 East Gibson Rd.
Woodland, CA 95776

Phone: (530) 668-3091
Email: gayelynn.gerhart@ycoe.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Yolo County Office of Education
Phone Number	(530) 668-6700
Superintendent	Lewis, Garth
Email Address	garth.lewis@ycoe.org
Website	www.ycoe.org

School Contact Information (School Year 2021—2022)

School Name	Dan Jacobs
Street	2880 East Gibson Rd.
City, State, Zip	Woodland, CA , 95776
Phone Number	(530) 668-3091
Principal	Gayelynn Gerhart, Principal
Email Address	gayelynn.gerhart@ycoe.org
Website	http://www.ycoe.org
County-District-School (CDS) Code	57105795730106

Last updated: 1/7/22

School Description and Mission Statement (School Year 2021—2022)

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

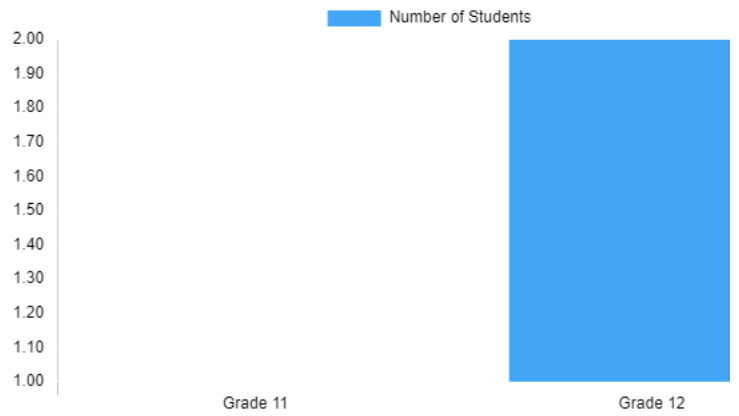
Mission Statement:

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

Last updated: 1/7/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 11	1
Grade 12	2
Total Enrollment	3



Last updated: 1/7/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	0.00%
Male	100.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	66.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	33.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	66.70%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1) Globe Fearon, "World of Vocabulary" series 2) A California Reading/ Writing Review 3) Glencoe/McGraw-Hill, Impact Short Stories (and other readers) 4) Global Fearon, English Skill Practice 5) Pearson Prentice Hall, Timeless Voices, Timeless Themes 6) Edge ELD Level A, B, C) 7) Edgenuity (18/19) Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%
Mathematics	1) McDougal Littell-Houghton Mifflin Co., Pre-Algebra 2) Holt, Rinehart & Winston, Holt California Mathematics, Algebra Readiness 3) Glencoe/McGraw Hill, Pre-Algebra 4) American Book Company, California Math Review 5) Key Curriculum Press, "Key" to series (algebra, percentages, etc.) 6) Number Power Series 7) Pearson, Mathematics for Carpentry 8) Globe Fearon, Mathematics 9) McDougal Littell-Houghton Mifflin Co, Algebra 1 10) McDougal Littell-Houghton Mifflin Co, Geometry 11) Edgenuity (18/19) Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%
Science	1) Pearson, Earth Science, California Edition 2) Glencoe McGraw Hill, Glencoe Biology 3) Edgenuity (18/19) Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%
History-Social Science	1) McDougal Littell, The Americans 2) McDougal Littell, Modern World History 3) Pearson/Prentice Hall, "History Case Studies" series 4) Teachers' Curriculum Institute, History Alive 5) Glencoe McGraw Hill, World History Modern Times 6) Prentice Hall, Magruder's American Government 7) AGS, Economics 8) AGS, United States Government 9) Edgenuity (18/19) Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%
Foreign Language	Edgenuity (18/19) online program is available for foreign language courses. Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Edgenuity (18/19) online program is available for health courses. In addition, Cesar Chavez Community School partners with Communicare and Health and Human Services Agency to provide healthcare-related workshops. Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%
Visual and Performing Arts	Edgenuity (18/19) online program is available for visual and performing arts courses. Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/28/22

School Facility Conditions and Planned Improvements

Dan Jacobs School is located within the Yolo County Juvenile Hall, a facility that first became occupied in August of 2005. The cleaning and maintenance staff have done an excellent job in maintaining the facility and have seen immense improvements. Yolo County Office of Education Support Operations Services is not responsible for maintenance for the facility; however, YCOE did conduct the FIT report. Overall, the facility rating is Exemplary.

Last updated: 1/7/22

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	1. Minor spots on the carpet 2. Door jambs have excessive scratches and wear marks, paint is peeling. This building is under the supervision of Yolo County. All deficiencies noted will be transmitted to the Superintendent of the facility to address.

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Exemplary
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Last updated: 1/7/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/7/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	N/T	N/T	N/T	N/T
Female	0	0	0	0	0
Male	--	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	N/T	N/T	N/T	N/T
Filipino	0	0	0	0	0
Hispanic or Latino	--	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	--	N/T	N/T	N/T	N/T
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/7/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	N/T	N/T	N/T	N/T
Female	0	0	0	0	0
Male	--	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	N/T	N/T	N/T	N/T
Filipino	0	0	0	0	0
Hispanic or Latino	--	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	--	N/T	N/T	N/T	N/T
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/7/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

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

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/7/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): N/A
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

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

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/4/22

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/7/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	N/T	N/T	N/T	N/T
Female	0	0	0	0	0
Male	--	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	N/T	N/T	N/T	N/T
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/7/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

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

*Last updated: 1/7/22***Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

*Last updated: 1/7/22***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/7/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

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

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/7/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

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

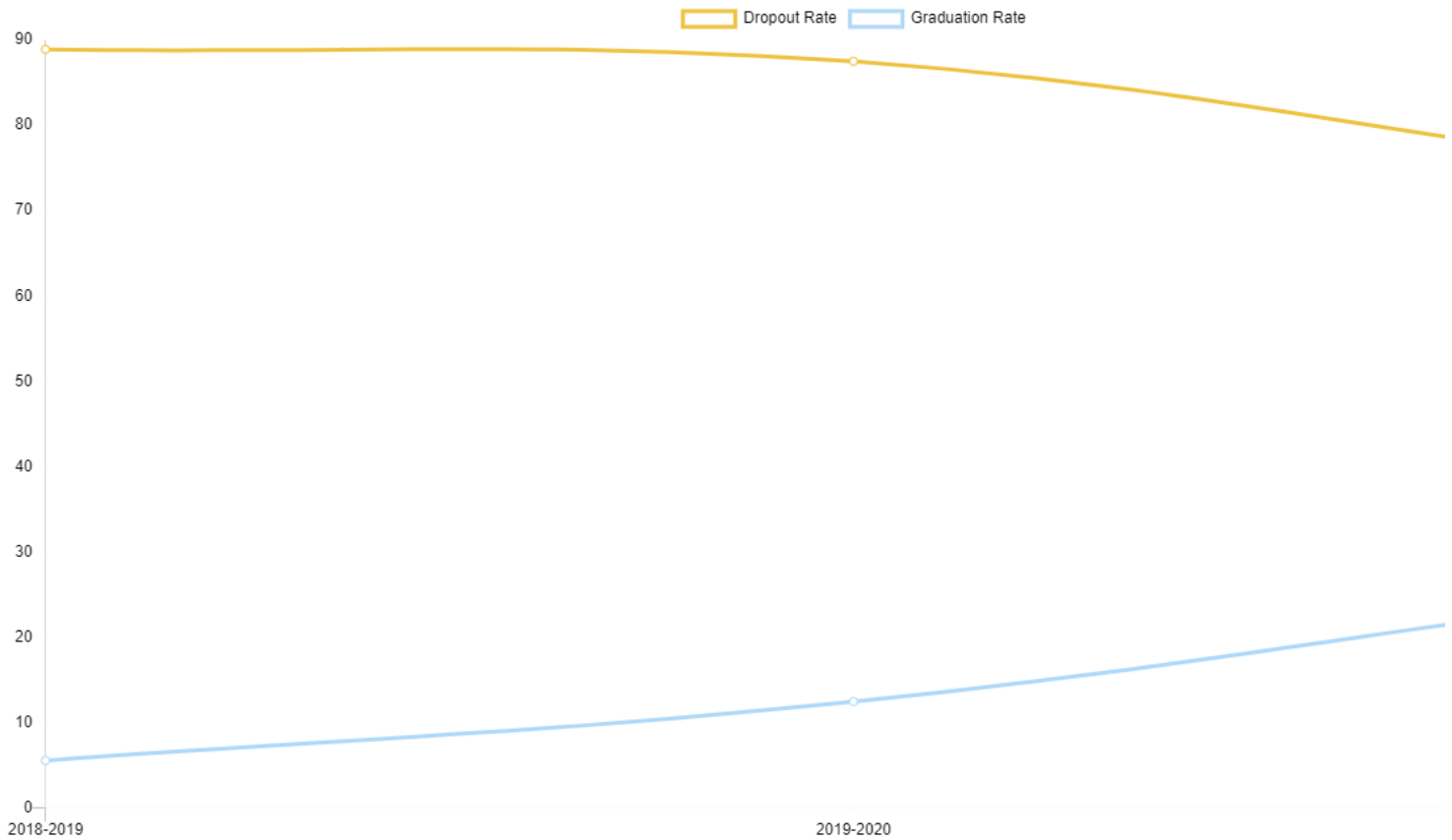
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	88.90%	87.50%	75.00%	67.40%	68.70%	46.80%	9.00%	8.90%	9.40%
Graduation Rate	5.60%	12.50%	25.00%	19.80%	21.70%	17.00%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	12	3	25.0
Female	0	0	0
Male	12	3	25.0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	25.0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	12	3	25.0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	18	7	3	42.9
Female	2	1	0	0.0
Male	16	6	3	50.0
American Indian or Alaska Native	1	1	0	50.0
Asian	0	0	0	0.0
Black or African American	2	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	12	4	1	25.0
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	1	1	100.0
English Learners	3	2	0	0.0
Foster Youth	6	3	2	66.7
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	18	7	3	42.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	6	4	2	50.0

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	8.28%	5.56%	9.30%	0.62%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	4.76%	4.83%	2.45%
Expulsions	0.00%	0.00%	0.05%

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

Last updated: 1/7/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.56	0
Female	0	0
Male	6.25	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.56	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

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

Last updated: 1/7/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

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

Last updated: 1/7/22

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 1/1/00

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

Student Support Services Staff (School Year 2020—2021)

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

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$35382.00	\$827.00	\$34555.00	\$76024.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/19/22

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

Types of Services Funded (Fiscal Year 2020–2021)

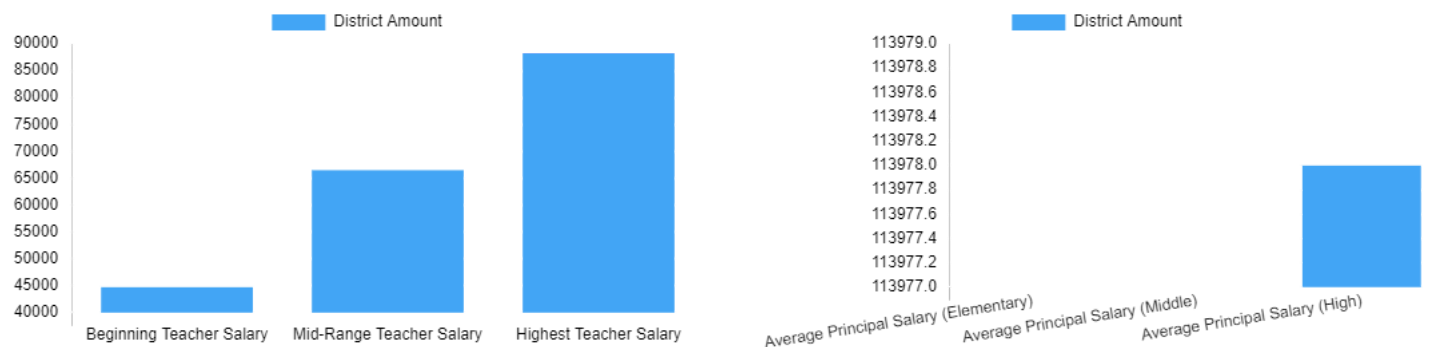
An instructional teacher and para-educator are present in all classrooms. There is always also at least one probation officer present in the classroom. Sacramento Area Youth Speaks (SAYS) provides literacy through poetry. Yolo Arts provides visual and ceramic art instruction. The Power Source program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

Last updated: 1/7/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44724.00	--
Mid-Range Teacher Salary	\$66492.00	--
Highest Teacher Salary	\$88259.00	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$113978.00	--
Superintendent Salary	\$193861.00	--
Percent of Budget for Teacher Salaries	37.00%	--
Percent of Budget for Administrative Salaries	7.90%	--

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/7/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	78	58	74.36	25.64	3.45
Female	22	16	72.73	27.27	0.00
Male	55	41	74.55	25.45	2.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	26	68.42	31.58	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	17	77.27	22.73	5.88
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	26	68.42	31.58	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	56	80.00	20.00	1.79

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	78	58	74.36	25.64	5.26
Female	22	17	77.27	22.73	5.88
Male	55	40	72.73	27.27	2.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	26	68.42	31.58	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	17	77.27	22.73	12.50
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	27	71.05	28.95	7.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	57	81.43	18.57	3.57

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/22

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: N/A
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

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

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/5/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: N/A
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

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

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/5/22

Cesar Chavez Community
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	255 West Beamer St. Woodland, CA , 95695-2510	Principal:	Gayelynn Gerhart, Principal
Phone:	(530) 668-3854	Grade Span:	7-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Gayelynn Gerhart, Principal

Principal, Cesar Chavez Community

About Our School

Dear Parents, Guardians, and Community Members,

We at Cesar Chavez Community School welcome your interest in our School Accountability Report Card (SARC). This report card provides parents, guardians, and the community with valuable information regarding Yolo County Office of Education's accredited, public community school, Cesar Chavez Community School (CCCS) in Woodland, CA. Our school provides educational programming and services for students in grades 7-12 who are 1) expelled from their district of residence, 2) referred by their district of residence due to behavior or truancy, or 3) are probation referred. This report will provide you with information regarding a variety of topics including student achievement, school safety, teacher/staff information, and curriculum and instructional materials. Our school is committed to continuous quality improvement, and we continue to refine and expand programs to address student achievement. CCCS is founded on methodologies, programs, and settings to build and strengthen relationships and trust with high expectations. We have a highly trained staff who reach beyond normal expectations and experience to develop relationships with students who are challenging to engage or reach. Many of our students have only felt fear and a lack of trust towards adults and systems. The dedication and commitment of the CCCS staff to students and families is evident in not only what they do but in who they are as a team and as individuals. CCCS has a family-like atmosphere, and we place the needs of our students as our highest priority. We have made considerable progress, and yet, recognize there is always still much work to do to prepare our students for life post-graduation. We hope you find the report card an informative and useful tool to become more familiar with Cesar Chavez Community School. We welcome parent input as we continue to improve each student's educational experience and individual student achievement. Our goal is to create positive school environments for our students, families, and our educational staff.

Sincerely,

Gayelynn Gerhart, Principal

Contact

Cesar Chavez Community
255 West Beamer St.
Woodland, CA 95695-2510

Phone: (530) 668-3854

Email: gayelynn.gerhart@ycoe.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Yolo County Office of Education
Phone Number	(530) 668-6700
Superintendent	Lewis, Garth
Email Address	garth.lewis@ycoe.org
Website	www.ycoe.org

School Contact Information (School Year 2021—2022)

School Name	Cesar Chavez Community
Street	255 West Beamer St.
City, State, Zip	Woodland, CA , 95695-2510
Phone Number	(530) 668-3854
Principal	Gayelynn Gerhart, Principal
Email Address	gayelynn.gerhart@ycoe.org
Website	http://www.ycoe.org
County-District-School (CDS) Code	57105790113787

Last updated: 1/25/22

School Description and Mission Statement (School Year 2021—2022)

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

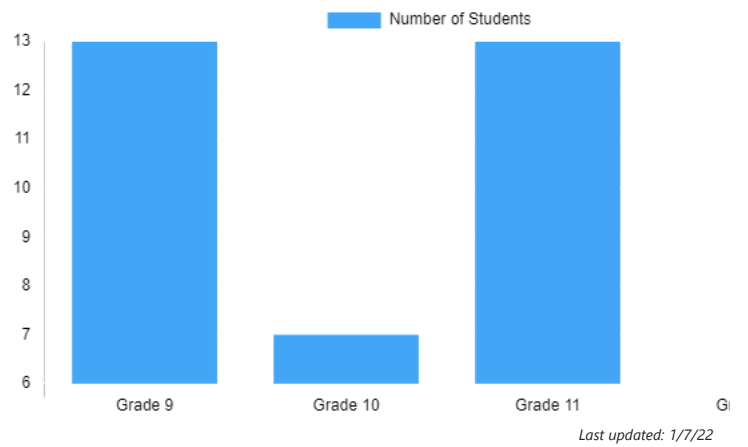
Vision: Cesar Chavez Community School is a community-driven center that provides the highest quality education, promoting success for all students in a setting where students, parents, and staff share responsibility for learning, mutual respect, and safety.

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

Last updated: 1/7/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 9	13
Grade 10	7
Grade 11	13
Grade 12	6
Total Enrollment	39



Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	43.60%
Male	56.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	2.60%
Filipino	0.00%
Hispanic or Latino	84.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.60%
White	10.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	20.50%
Foster Youth	7.70%
Homeless	10.30%
Migrant	0.00%
Socioeconomically Disadvantaged	76.90%
Students with Disabilities	25.60%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1) Globe Fearon, "World of Vocabulary" series 2) A California Reading/ Writing Review 3) Glencoe/McGraw-Hill, Impact Short Stories (and other readers) 4) Global Fearon, English Skill Practice 5) Pearson Prentice Hall, Timeless Voices, Timeless Themes 6) Edge ELD Level A, B, C) 7) Edgenuity (18/19) Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%
Mathematics	1) McDougal Littell-Houghton Mifflin Co., Pre-Algebra 2) Holt, Rinehart & Winston, Holt California Mathematics, Algebra Readiness 3) Glencoe /McGraw Hill, Pre-Algebra 4) American Book Company, California Math Review 5) Key Curriculum Press, "Key" to series (algebra, percentages etc.) 6) Number Power Series 7) Pearson, Mathematics for Carpentry 8) Globe Fearon, Mathematics 9) McDougal Littell-Houghton Mifflin Co, Algebra 1 10) McDougal Littell-Houghton Mifflin Co, Geometry 11) Edgenuity (18/19) Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%
Science	1) Pearson, Earth Science, California Edition 2) Glencoe McGraw Hill, Glencoe Biology 3) Edgenuity (18/19) Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%
History-Social Science	1) McDougal Littell, The Americans 2) McDougal Littell, Modern World History 3) Pearson/Prentice Hall, "History Case Studies" series 4) Teachers' Curriculum Institute, History Alive 5) Glencoe McGraw Hill, World History Modern Times 6) Prentice Hall, Magruder's American Government 7) AGS, Economics 8) AGS, United States Government 9) Edgenuity (18/19) Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%
Foreign Language	Edgenuity (18/19) online program is available for foreign language courses. Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Edgenuity (18/19) online program is available for health courses. In addition, Cesar Chavez Community School partners with Communicare and Health and Human Services Agency to provide healthcare-related workshops. Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%
Visual and Performing Arts	Edgenuity (18/19) online program is available for visual and performing arts courses. Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2022-2023 school year.	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/28/22

School Facility Conditions and Planned Improvements

The campus is located at 255 West Beamer Street, Woodland, CA 95695. Cesar Chavez Community School is composed of four classrooms, an art lab, and a covered eating area for lunch and assembly. Repairs and maintenance are conducted by Yolo County Office of Education's Support Operations Services Department. YCOE conducted a FIT survey of the site and found it to be in poor, fair and good order for most systems inspected and a rating of fair overall. The campus is well maintained with a few minor deficiencies. The site does need paint and the portables are starting to show signs of aging. The fit report was conducted in October 2021.

Last updated: 1/4/22

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: October 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	<ol style="list-style-type: none"> 1. Vents or surrounding areas in CC Classroom 4 are dirty, return excessively dusty. 2. Vents or surrounding areas in CC Classroom 2 are dirty, the returns are a little dusty. <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
Interior: Interior Surfaces	Poor	<ol style="list-style-type: none"> 1. Carpeting was damaged or stained, behind the secretary's desk, a stain could be cleaned. The carpet should be replaced as well. 2. Ceiling tiles missing, damaged or loose in CC Classroom 2, one needs to be replaced – there is a hole in it. Carpeting is damaged or stained, there seems damaged, the carpet is at the end of its life, it was installed in 2009. Wall tiles are missing, damaged, or loose – the holes above the whiteboard need to be painted. 3. Wall tiles are missing, damaged, or loose in CC Classroom 3 – touch up/paint holes in the walls. <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	<ol style="list-style-type: none"> 1. Areas evaluated in CC Classroom 1 have accumulated refuse windows seals are excessively dirty. 2. Areas evaluated in CC Classroom 3 have accumulated refuse. The top of the furniture needs to be dusted. Damage to exterior paint, plaster, or finish: South facing wall is showing signs of dry rot. Building needs exterior paint. <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
Electrical: Electrical	Fair	<ol style="list-style-type: none"> 1. Lighting and fixture or bulbs are not working or missing, the two fixtures on the side of the administrative building need to be replaced, they are not LED. The two fixtures above the entrance aren't working properly and need to be troubleshooted. 2. The middle light fixture in CC Restroom can be removed from the ceiling. It's not even needed. <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	<ol style="list-style-type: none"> 1. Restroom signage can be changed to staff only – unisex since they are single-use restrooms in the administrative building. 2. Water Leak – Inform the site guide during the inspection, there is a leak under the hallway sink in the administrative building. There is a basin present to catch the water. 3. Aerators in CC Chavez Restroom need cleaning. <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	<p>1. Exterior needs paint in CC Classroom 4.</p> <p>2. Damage to exterior paint, plaster, or finish, needs remediation in CC Art Room.</p> <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>1. The photo in the restroom has broken glass and a compromised frame in the Administrative Building.</p> <p>2. Doors are broken, damaged, or missing; signage on both doors needs to be replaced in CC Restroom Building, as well as the door closers need to be replaced on both doors.</p> <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>

Overall Facility Rate

Year and month of the most recent FIT report: October 2021

Overall Rating	Fair
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Last updated: 1/7/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/7/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/7/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/7/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): N/A
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

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

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/7/22

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/7/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	N/T	N/T	N/T	N/T
Female	0	0	0	0	0
Male	--	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	--	N/T	N/T	N/T	N/T
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/7/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

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

- Provides work-based learning opportunities related to career exploration, job search, resume writing, and interviewing skills
- Develops enrichment activities and opportunities for students including industry-led workshops
- Provides on-site, industry-led instruction
- There is currently one CTE program sequence offered in the YCCP Program in Entrepreneurship. Cesar Chavez Community School works closely with an industry advisory partner to offer work-based training in digital media and Entrepreneurship.
- Students have the option to take online CTE courses via Edgenuity.

Last updated: 1/7/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	22
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/7/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/7/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

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

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/7/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

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

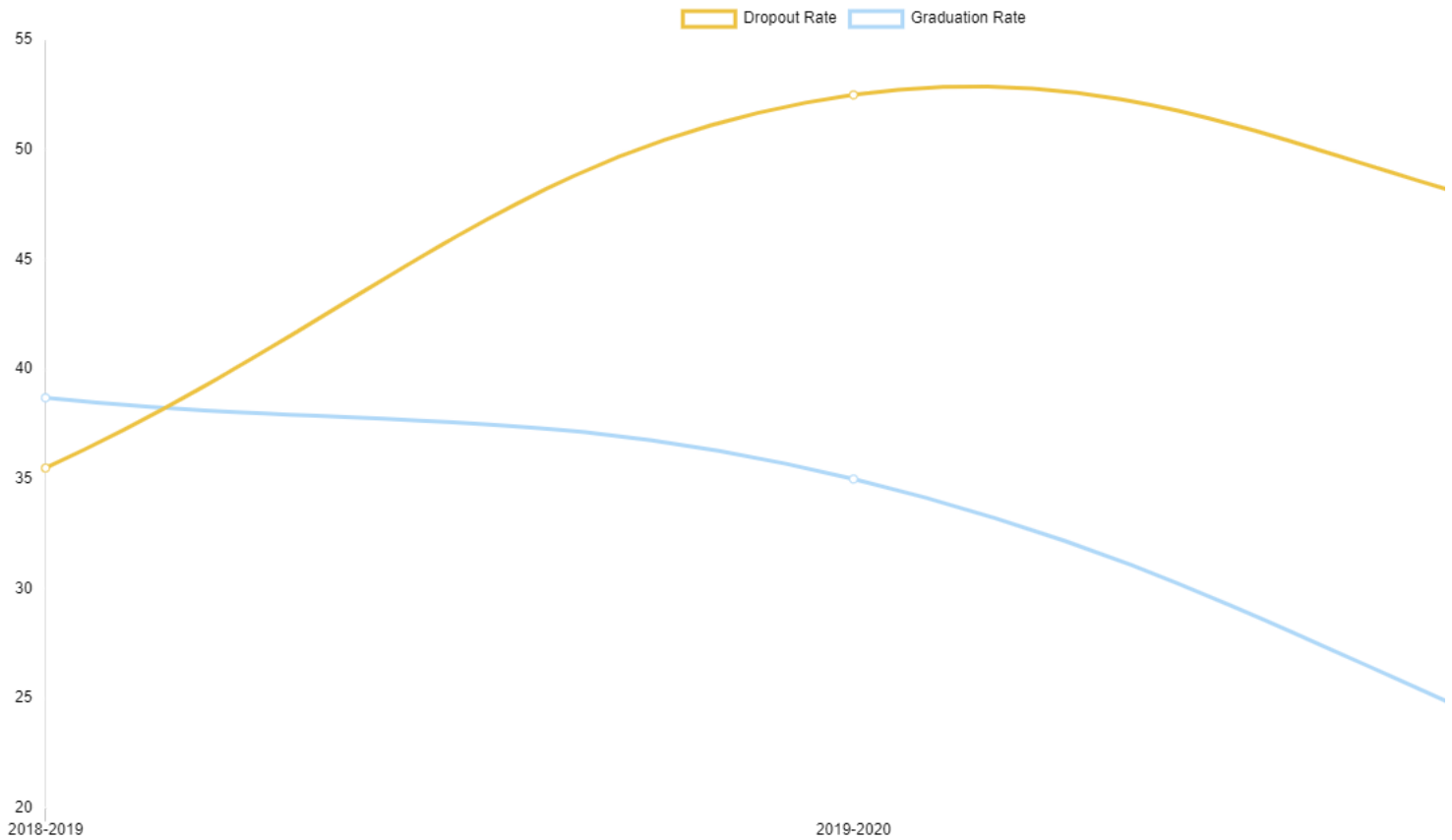
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	35.50%	52.50%	45.80%	67.40%	68.70%	46.80%	9.00%	8.90%	9.40%
Graduation Rate	38.70%	35.00%	20.80%	19.80%	21.70%	17.00%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	24	5	20.8
Female			
Male	14	3	21.4
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	21.4
Asian	0	0	0.00
Black or African American			
Filipino	0	0	0.00
Hispanic or Latino	18	5	27.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged	23	5	21.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	52	49	41	83.7
Female	21	21	18	85.7
Male	31	28	23	82.1
American Indian or Alaska Native	0	0	0	82.1
Asian	1	0	0	0.0
Black or African American	2	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	42	41	35	85.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	6	6	5	83.3
English Learners	14	13	12	92.3
Foster Youth	4	4	3	75.0
Homeless	11	9	7	77.8
Socioeconomically Disadvantaged	42	39	32	82.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	17	15	88.2

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	19.69%	5.77%	9.30%	0.62%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	9.84%	4.83%	2.45%
Expulsions	0.00%	0.00%	0.05%

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

Last updated: 1/7/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.77	0
Female	0	0
Male	9.68	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.14	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	14.29	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	7.14	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.76	0

Last updated:

School Safety Plan (School Year 2021-2022)

Cesar Chavez Community School's Comprehensive School Safety Plan was revised and updated during the 2020-2021 school year. The Yolo County Office of Education Board will next review and approve the school safety plan in Spring 2022. The safety plan was developed with staff input and is accessible in each classroom and office. The manual contains information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues.

Last updated: 1/7/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	4.00	11		
Math	4.00	6		
Science	4.00	7		
Social Science	4.00	12		

Last updated: 1/7/22

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 1/1/00

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

Student Support Services Staff (School Year 2020—2021)

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

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17597.00	\$5278.00	\$12319.00	\$70770.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/19/22

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

Types of Services Funded (Fiscal Year 2020–2021)

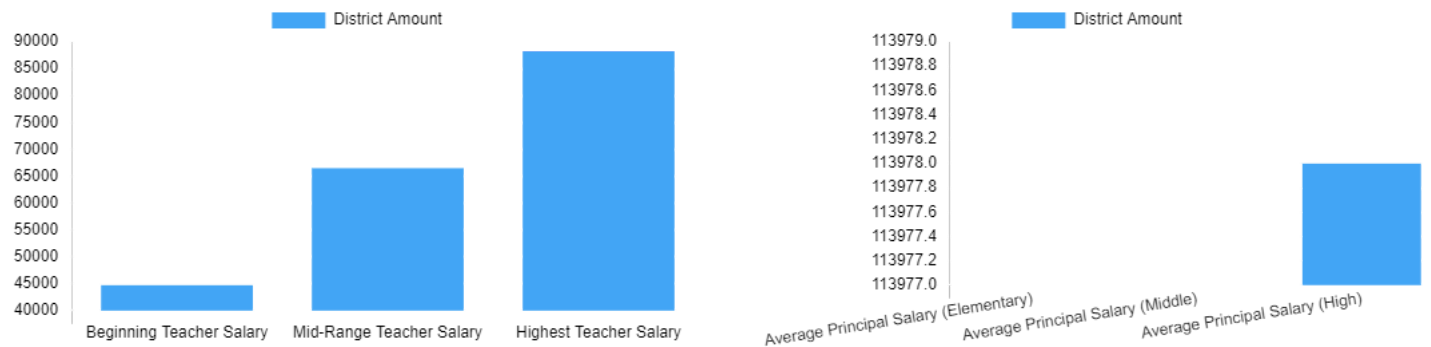
A Youth Advocate works with the school staff to conduct home visits for attendance purposes and provides mentorship to students. Sacramento Area Youth Speaks (SAYS) provides literacy through poetry. Yolo Arts provides visual and ceramic art instruction. The Power Source program is a proven, evidence-based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

Last updated: 1/7/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44724.00	--
Mid-Range Teacher Salary	\$66492.00	--
Highest Teacher Salary	\$88259.00	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$113978.00	--
Superintendent Salary	\$193861.00	--
Percent of Budget for Teacher Salaries	23.00%	--
Percent of Budget for Administrative Salaries	6.50%	--

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/7/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	78	58	74.36	25.64	3.45
Female	22	16	72.73	27.27	0.00
Male	55	41	74.55	25.45	2.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	26	68.42	31.58	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	17	77.27	22.73	5.88
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	26	68.42	31.58	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	56	80.00	20.00	1.79

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	78	58	74.36	25.64	5.26
Female	22	17	77.27	22.73	5.88
Male	55	40	72.73	27.27	2.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	26	68.42	31.58	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	17	77.27	22.73	12.50
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	27	71.05	28.95	7.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	57	81.43	18.57	3.57

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: N/A
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

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

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/5/22

5. 5. Comprehensive School Safety Plans


Description

California *Education Code (EC)* Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. These plans must be updated prior to March 1st and adopted annually.

Recommendation

Action Item.

Supporting Documents

 2021_Comprehensive_School_Safety_Plan_Cesar_Chavez_Community_School_20220201

 2021_Comprehensive_School_Safety_Plan_Yolo_County_Special_Education_20220131

Contact Person

Dr. Micah Studer, Assistant Superintendent of Equity and Support Services, and Jessica Burrone, Director, Special Education will present these items.

Comprehensive School Safety Plan

2021-2022 School Year

School: Cesar Chavez Community School and Dan Jacobs School
CDS Code: 57 10579 0113787, 57 10579 5730106
District: Yolo County Office of Education
Address: 255 W Beamer Street
Woodland, CA 95695
Date of Adoption: 02/14/2022
Date of Update: 01/11/2022
Date of Review:
- with Staff 12/08/2021
- with Law Enforcement 12/16/2021
- with Fire Authority 01/15/2022

Approved by:

Name	Title	Signature	Date
Gayelynn Gerhart	Principal		
Kelsey Mitchell	Counselor		
Monica Aceves Robles	Teacher		
Kristen Storz	Support Staff		
Liberty Popejoy	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 and Dan Jacobs 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	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. 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

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 and Dan Jacobs 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

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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

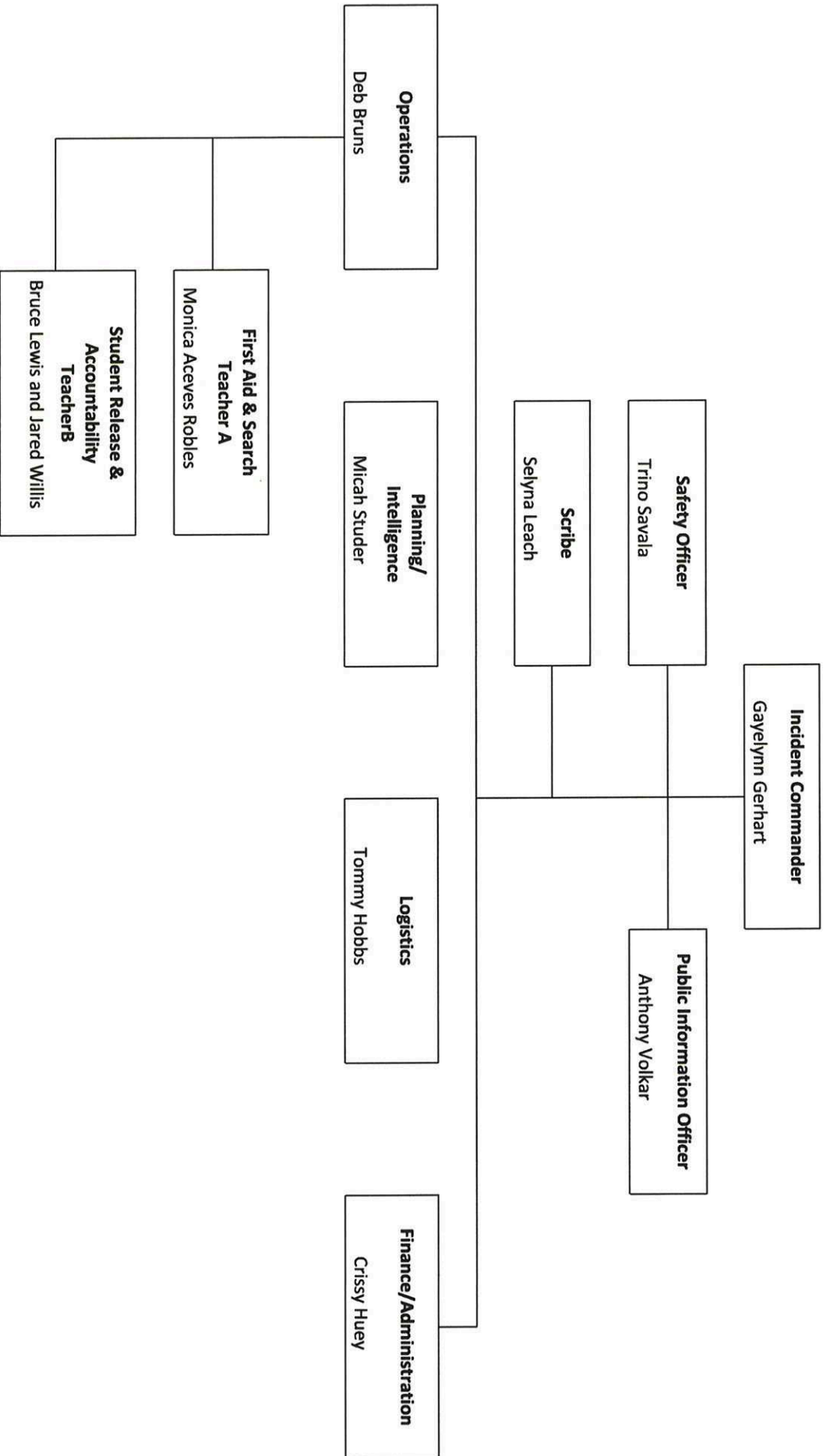
Emergency Contact Numbers**Utilities, Responders and Communication Resources**

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 and Dan Jacobs School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

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

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

Step Two: Identify the Level of Emergency

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

Level 1 (Minor): Medical incident

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

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

Step Three: Determine the Immediate Response Action

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

1. **EVACUATION:** The signal is the fire alarm.

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

Student Response:

Leave belongings in room (unless medications are needed)

Move calmly to evacuation location #1

Stay with your class at all times for roll call

Staff Response:

Take Staff Handbook binder, cell phone, keys

Proceed immediately to the evacuation area

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

Keep students near you in assigned area

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

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

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

Student Response:

If indoors or can get indoors quickly,

Turn out lights

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

Move away from windows and down onto the floor

Find shelter behind or under furniture (tables, chairs)

Stay calm and be patient and keep quiet

Open the Emergency Backpack if needed

No cell phone usage unless given permission by an adult

If outdoors and away from the school:

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

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

Staff Response:

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

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

Student response:

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

Staff response:

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

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

Student response:

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

Staff response:

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

5. TEACHER DOWN or MEDICAL EMERGENCY:

Student response:

If the teacher is unable to provide direction,

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

Step Four: Communicate the Appropriate Response Action

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

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

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

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

EMERGENCY RESPONSE PHONE NUMBERS

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

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

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

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

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

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

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

COMMUNICATION INSTRUCTIONS DURING AN EMERGENCY

Try to keep phone and email lines free except to communicate with emergency services
Wait for instructions
Instructions may come via landlines, email or cell phone
Look on District's social media site for real-time updates
Ask students to not use cell phones unless authorized by Emergency Responders

If cell phone use has not been prohibited, do your best to control the message
Remind students that we are prepared for an emergency
Explain that the Police and Fire Departments are in charge
Ask parents to go to the District website or District social media page for information

ROLES/EXPECTATIONS OF ADULTS, STUDENTS, AND EMERGENCY RESPONDERS

Adults

STAY CALM

Notify emergency services by any available method
Notify adults who can assist
Remove/protect students
Assist students with injuries/immediate needs
State your expectations to students and subordinates
Follow instructions from emergency personnel (Firefighters, Police, EMT's)

Students

STAY CALM AND PATIENT

Assist adults
Comply with emergency service providers' instructions
Respect each other

Emergency Personnel

Take control upon arrival
Keep school leaders informed
Call for all services needed
Allow school leaders to assist with parents and students

Classroom Management during Emergencies

Students will display a range of emotions. Respond by:
Tell them that you are prepared to take care of them
Validate their feelings; it is okay to be scared
Remind them that they have practiced many times for emergencies
Assure them that strong, smart people are helping

Other Considerations:

SEVERE HEALTH ISSUES: should be noted in the Student Medical Binder emergency folder
TOILET: set up the yellow emergency bucket
FOOD: children may have to share any that is available
PROVIDE COMFORT: Use jackets/extra clothes to make a comfortable resting area. Let students group with their friends for support.
STAYING CONNECTED: Use the buddy system
COMMUNICATION: Staff cell phones/computers can be used if working; students may text if given permission from the staff

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

Elementary

From LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

Parents may be allowed to come to the classroom where the teacher would recognize parents/guardians
Students may be moved from classrooms in groups to a meeting place where adults can identify themselves

From EVACUATION SITE:

Law enforcement may move small groups to a reunification site where ID's can be checked
Parents may be allowed to find their child

Secondary

From LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

Students may be sent by alpha order to separate locations for reunification
Students may be released by the classroom to a designated area

From EVACUATION SITE:

Law enforcement may move small groups to a reunification site where ID's can be checked
Parents may be allowed to find their child

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

CLASS ROSTERS

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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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. 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 and 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.

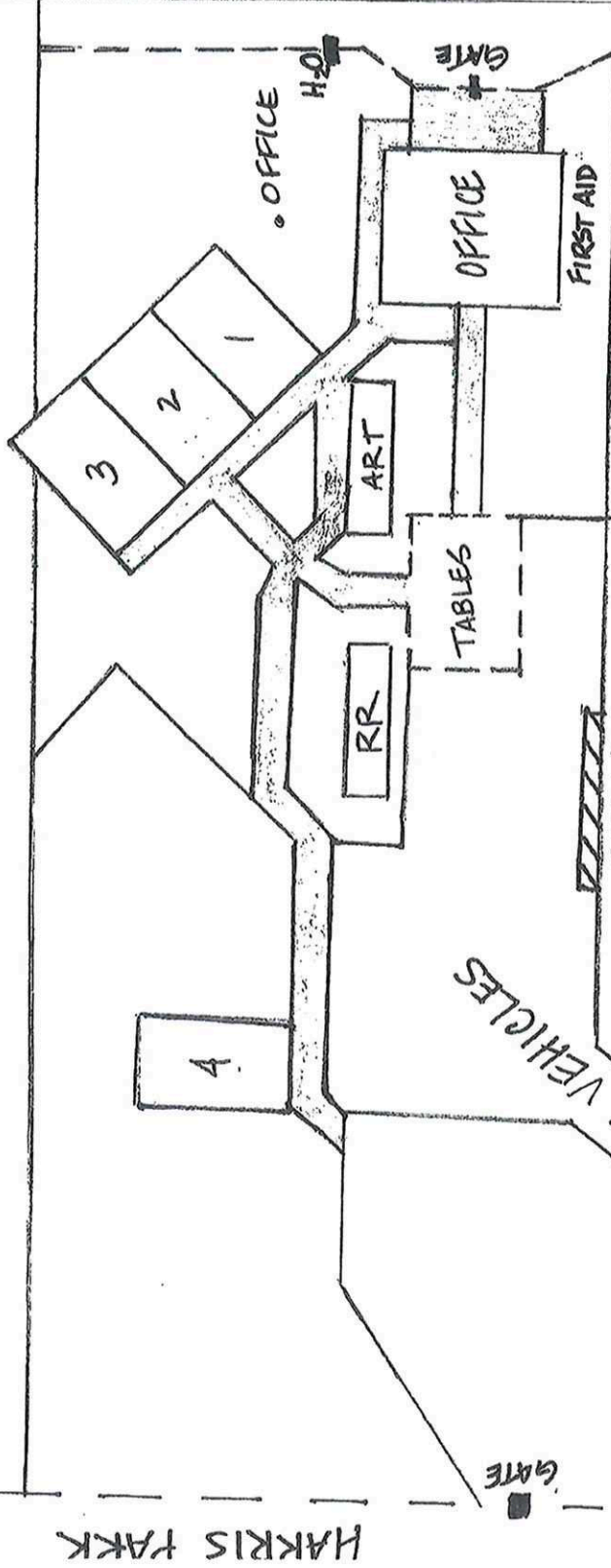
Emergency Evacuation Map

GREENGATE

PARKING →

EMERGENCY VEHICLES

BEAMER STREET



HARRIS PARK

GATE

EMERGENCY VEHICLES

BALL WALL

OFFICE

H₂O

GATE

OFFICE

FIRST AID

3

2

1

ART

TABLES

RR

4

FIELD

- GUESTS
- ROOM 1
- ROOM 2
- ROOM 3
- ROOM 4

BUCKEYE GATE

Comprehensive School Safety Plan

**2021-2022
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 01/05/22
- with Law Enforcement December 16, 2021
- with Fire Authority January 15, 2022

Approved by:

Name	Title	Signature	Date
Maria Arvizu-Espinoza	YCOE Associate Superintendent of Educational Services		
Lisa Young	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 Lisa Young 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 a 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, 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.

The 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 officials' 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.

The 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 the 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 regard to the appeal and render a timely decision. Fact-finding will include input from the 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 regard 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.

Students on disabilities are offered additional protections under the education code in regards to disciplinary action. Please see the Yolo County Notice of Procedural Safeguards for more information.

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 the 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 eighteen, 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 a 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 considered. 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 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 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) Special Education (Jessica Burrone) Principal (Lisa Young)	Lisa Young , Principal	2021-2022
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 the 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) Principal (Lisa Young)	Lisa Young , Principal	2021-2022
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) Principal (Lisa Young)	Lisa Young , Principal	2021-2022

Objectives	Action Steps	Resources	Lead Person	Evaluation
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 Supplies in the school office include masks, gloves, antibacterial wipes, face shields, draping, and other PPE.	Current School Safety Plan County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Special Education (Jessica Burrone) Principal (Lisa Young)	Lisa Young , Principal	2021-2022
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)	Lisa Young , Principal	2021-2022
Increase emergency communication to staff and parents/guardians.	Implement emergency communication tests 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	Lisa Young , Principal	2021-2022
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	Lisa Young, Principal Rosalva Wisterman, Administrative Assistant Alejandra Hernandez, Office Secretary	2021-2022
Law Enforcement Safety Walk Through	December 16, 2021, walk throughs for Cesar Chavez and Greengate campuses conducted	Site Administrators	Lisa Young, Principal	2021-2022
Fire Marshall Safety Walk Through	January 15, 2022, walk throughs for Cesar Chavez and Greengate Campuses conducted	Site Administrators	Lisa Young, Principal	20-2022

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. Virtual access to share information.	Staff, parents, students, service providers, school leadership and community members	Lisa Young , Principal	2021-2022
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) Virtual access to share information.	Special Ed YCOE webpage, teachers, counselors, and administrators	Lisa Young, Principal	2021-2022
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	Lisa Young, Principal	2021-2022
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	Lisa Young, Principal	2021-2022

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 and other district partners	Jessica Burrone, YCOE Director of Special Education	2021-2022

(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

The Greengate Leadership Team is continuing to develop 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 everyone's dignity and 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 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 a 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. 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 vastly 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 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 are intended 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 bullying behavior. In these types of situations, parents/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 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 recognize 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 the 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. Cyberbullying also includes breaking into another person's electronic account and if a person's identity damages 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, which 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, Associate Superintendent of Educational Services, and School Safety Committee.

Safety Plan Appendices

Emergency Contact Numbers

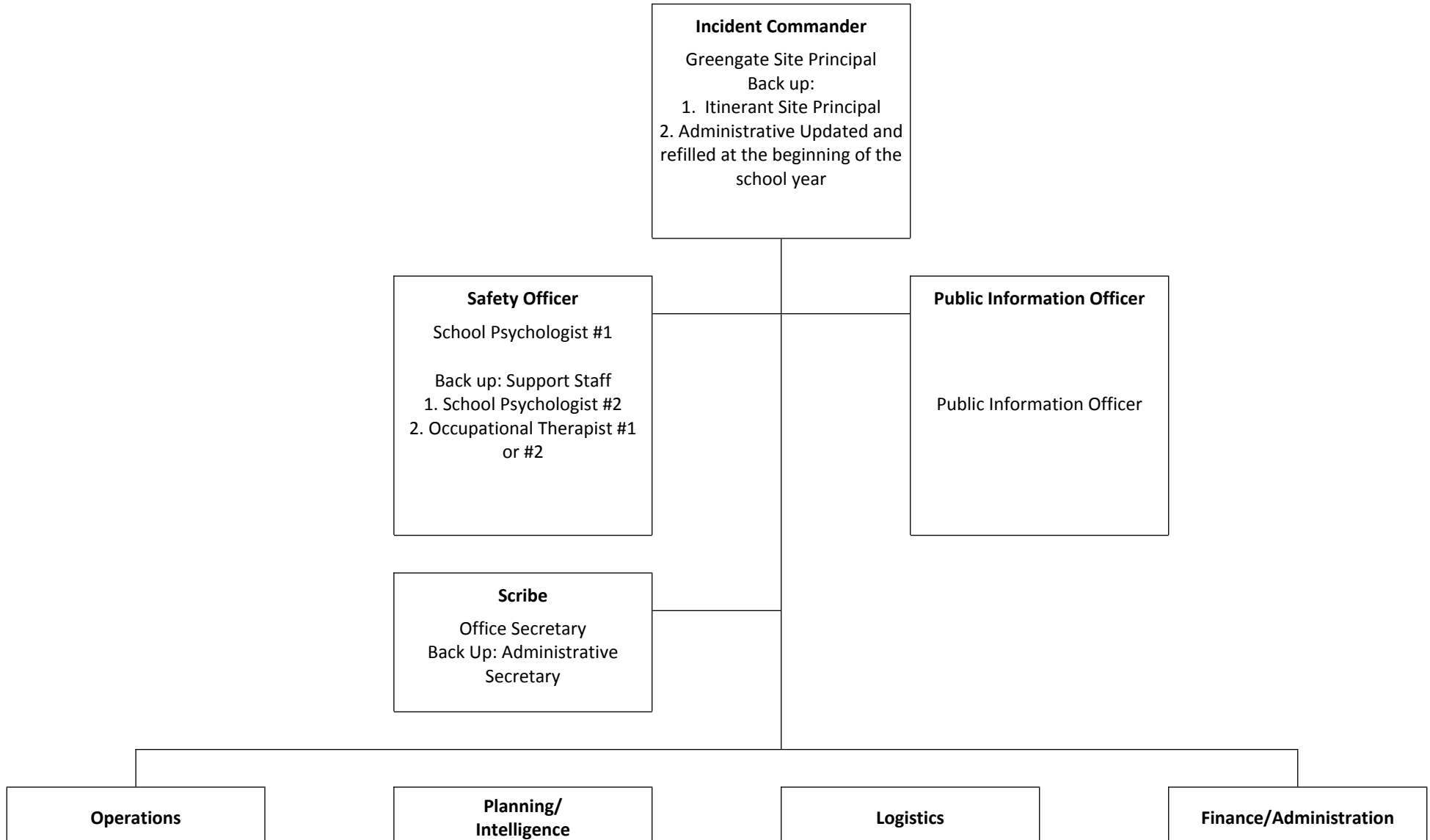
Utilities, Responders and Communication Resources

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 monthly safety drills	monthly ongoing August through June	Greengate Safety Plan located in front office in copy center on clipboard also on the principal's and office staff desks
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 and December	Campus wide drills
School Red Safety Backpacks	Updated and refilled at beginning of school year	
Extended Shelter in Place supplies	Updated and refilled at five-year intervals	

Greengate School Incident Command System

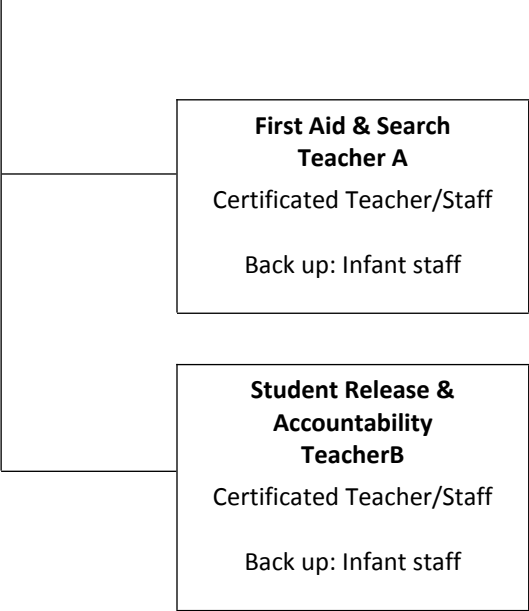


School Nurse
Back up: Support Staff
1. YCOE Physical Therapist

Administrative Assistant
Back Up: Office Secretary

School Psychologist
Back up: Support Staff
1. Speech Therapist #1 or #2

Associate Superintendent of
Administrative Services



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 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 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

Always stay with your class 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 intruders, 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 them 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 Threats, 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 911 from the classroom phone

One adult contact 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 the 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 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 there are staff shortages.

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

Notify Cesar Chavez by phone call/text

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: 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 students are 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 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 the 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 the 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 the 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 an 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 another official)

Teachers are given "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 an active shooter/lethal assailant is outside the school, secure all interior and exterior doors. Order all people 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 the administrator the names of missing or extra students
3. If 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 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 the 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 the 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 the 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 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 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 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.

The person receiving the call should:

1. Remain calm
2. Listen – Do not interrupt the caller. Keep the 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.
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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 a 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 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 the 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. 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 the 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 an 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 another official)

Staff are given "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) Cesar Chavez Community School parking lot, 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, resulting 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 the school and sending the student's 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 that may cause a spark

Leave doors open to provide ventilation of the building

Turn off the HVAC system to the entire campus

The School Incident Commander will call 911:

Give the location of a gas leak - what building and what's leaking, if known

Describe the 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 the 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 that may cause a spark

Leave doors open to provide ventilation of the building

Turn off the HVAC system to the entire campus

The School Incident Commander will call 911:

Give the location of a gas leak - what building and what's leaking, if known

Describe the 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 the most appropriate way to protect unless gas is filling buildings. In that case, get everyone moved out and upwind of the 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 the 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 the problem is outdoors, the 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 affect shutdown and repair as needed.

Water/Sewer Line Break:

If the water leak is in the 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 the 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 the fire, utilities, or Maintenance and Operations say it is safe
If the 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.

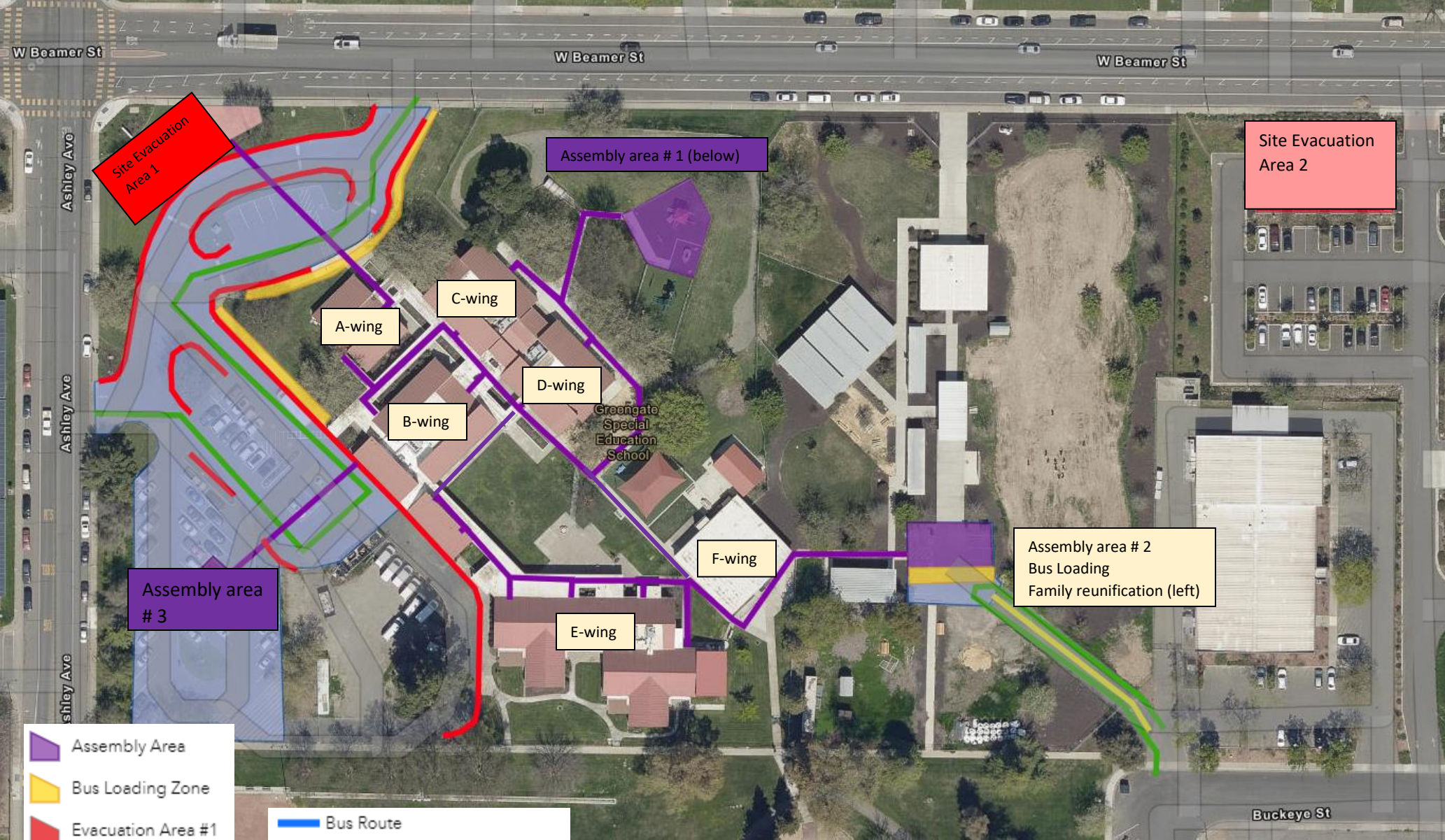
Tactical Responses to Criminal Incidents

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



Greengate School Emergency Map

5. 6. 2022 Delegate Assembly Ballot Subregion 6-A 

Description

Attached is the ballot material for election to CSBA's Delegate Assembly from your region or subregion.

Recommendation

Action Item.

Supporting Documents



CSBA DA Ballot

Contact Person

Superintendent Garth Lewis or Trustee Shelton Yip will present.



REQUIRES BOARD ACTION

Due: Tues. March 15—return ballot in enclosed envelope

January 31, 2022

MEMORANDUM

To: All Board Presidents and Superintendents — CSBA Member Boards
From: Dr. Susan Heredia, CSBA President
Re: 2022 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Tues. March 15**

Enclosed is the ballot material for election to CSBA’s Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Tuesday, March 15, 2022.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held. Results will be published by May 11, 2022.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2022 – March 31, 2024. The next meeting of the Delegate Assembly takes place on Saturday, May 21 and Sunday, May 22, 2022. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

- Encs: Ballot on red paper and watermarked “copy” of ballot on white paper
List of all current Delegates on reverse side of ballot
Candidate(s)’ required Biographical Sketch Forms and optional resumes
CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2022**. Only **ONE** Ballot per Board. Be sure to mark your vote "X" in the box. **A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.**

OFFICIAL 2022 DELEGATE ASSEMBLY BALLOT
SUBREGION 6-A
(Yolo County)

Number of seats: 1 (Vote for no more than 1 candidates)

Delegates will serve two-year terms beginning April 1, 2022 - March 31, 2024

**denotes incumbent*

Jackie Thu-Huong Wong (Washington USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 6 – 18 Delegates (11 elected/7 appointed)◆

Director: Darrel Woo (Sacramento City USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 6-A (Yolo)

Jackie Wong (Washington USD), term expires 2022

Subregion 6-B (Sacramento)

Beth Albiani (Elk Grove USD) ◆, appointed term expires 2023

Nancy Chaires Espinosa (Elk Grove USD) ◆, appointed term expires 2022

Christopher Clark (Folsom-Cordova USD), 2022

Pam Costa (San Juan USD)◆, appointed term expires 2023

Craig DeLuz (Robla ESD), term expires 2022

Leticia Garcia (Sacramento City USD), term expires 2023

Lisa Kaplan (Natomas USD), term expires 2023

Mike McKibbin (San Juan USD)◆, appointed term expires 2022

Chinua Rhodes (Sacramento City USD), term expires 2023

Edward (Ed) Short (Folsom-Cordova USD), term expires 2023

Vacant (Sacramento City USD)◆, appointed term expires 2022

Vacant (Sacramento City USD)◆, appointed term expires 2023

Vacant (Twin Rivers USD)◆, appointed term expires 2023

Subregion 6-C (Alpine, El Dorado, Mono)

Misty diVittorio (Placerville Union ESD), term expires 2022

Suzanna George (Rescue Union ESD), term expires 2023

County Delegate:

Shelton Yip (Yolo COE), term expires 2022

Counties

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, El Dorado, Mono (Subregion C)

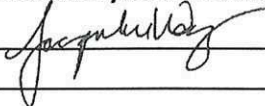
Delegate Assembly Biographical Sketch Form for 2022 Election



Deadline: Friday, January 7, 2022 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state “see résumé.” Do not re-type this form. It is the candidate’s responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: 12/26/21

Name: Jackie Thu-Huong Wong

CSBA Region & subregion #: 6A

District or COE: Washington Unified School Board

Years on board: 5

Profession: Children’s Advocate Contact Number (Cell Home Bus.): 916-542-9873 or 510-220-5190

Primary E-mail: jwong@wusd.k12.ca.us

Are you an incumbent Delegate? Yes No If yes, year you became Delegate: 2017

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

My interest in continuing as the Region 6A Delegate is to fulfill the mission and goals of CSBA as a leader in CA education policy and practice. With almost 30 years in the education field as a teacher, school social worker, district administrator, senior policy advisor to CA Senate President Pro Tem Darrell Steinberg working with advocates and stakeholders on the LCFF, currently as a children's advocate at First 5 CA and most importantly as a mother of 2 in the public school system, I bring a unique and well-rounded set of experience, skills and expertise grounded in education practice and policy to the Delegate Assembly.

On balance, I have direct line and management experience, having worked in a school district that was under state receivership. In addition to this I have spent over 7 years with the CDE developing and implementing policies and practices that improve the education of students. I pride myself as a school based social worker who ascribes to a theory of change that integrates practice with policy and develops policy that is practical. I have worked with State agencies in budget and policy development to assist in their governance roles and believe that these skills are an asset to the CSBA Delegate Assembly and leadership. With the most recent discussions with the expansion of Universal T-K, my current professional role will provide CSBA with unique insights to the evolving implementation landscape.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have spent my professional career as an education equity advocate and have had the privilege in the past to work with CSBA to help districts understand the impact of LCFF on local practice and student achievement. I have had the honor of being selected to participate in the CSBA equity network, Legislative committee, Policy Committee and various smaller focus and discussion groups related on the impacts of policy on school districts. I have often been called upon by CSBA staff to provide the voice of school board members on various state policies.

I also have the privilege of being the President of WUSD for a second term and recent VP during the COVID Years. During my first term, I led the board in a deepened governance framework laser focused on equity and practice, adopting a clear WUSD equity plan and a strategic board plan that was embedded with this vision. Locally I have been part of the PTO, Girl Scouts leadership, coached U8 girls soccer and regularly participate martial arts training with youth and adults. I am an active volunteer with our Family Resource Center and local faith-based community.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

One of the biggest challenges is fully implementing the LCFF with program fidelity and fiscal integrity while new demands are put upon school boards. This is especially important post COVID, when the Legislature has shared dissatisfaction with how school districts have implemented LCFF and addressed education during the pandemic. This is in addition to fulfilling new unfunded mandates that are adopted by the Legislature and Governor.

CSBA can help build the governance capacity for school boards to fulfill the promise of LCFF while balancing and ensuring the voice of the local subsidiary voice of school boards. By helping to build this capacity, CSBA can help its members better prepare for the changing needs of State and Federal education politics and ensuring that we have a key seat in those discussions.

Jackie Thu-Huong Wong, M.S.W., P.P.S.

EDUCATION:

MSW, California State University, Sacramento
BA in Social Welfare and Psychology, University of California at Berkeley

EXPERIENCE:

4/21 - Present

Chief Deputy Director, First 5 CA Commission

- Provide leadership and direction over the organization's operations in support of the Strategic Plan, focused on whole child, whole family, whole community efforts.
- Develop the Commission's investment impact framework
- Lead the organization's diversity, equity and inclusion implementation efforts.

10/18 - 3/21

Vice President of Policy and Advocacy, GRACE/End Child Poverty CA Campaign

- Implement the comprehensive plan and strategy to reduce overall poverty in California.
- Collaborate and work with the Lifting Children and Families Out of Poverty Task Force and End Child Poverty in CA (ECPCA) campaign, the administration, Legislature and partners to adopt and lead a legislative strategy that is aligned with the goals of the ECPCA campaign.

7/17 - 10/18

&

12/06 - 10/12

State Director, Foster Youth Services Coordinating Program, California Department of Education

- Implement and oversee of all foster youth education entitlements for the Local Control Funding Formula (LCFF) and Every Student Succeeds Act (ESSA).
- Represent the CDE in communication with the Legislature and State Agencies to ensure that foster youth education is coordinated across state and local public agencies.
- CDE leadership team for the Government Alliance for Race and Equity
- Represent the CDE in policy meetings on issues that impact students in foster care.
- Provide staff support to the State Superintendent of Public Instruction and designees at state level collaborative meetings including the CA Child Welfare Council.

7/14 - 7/17

Senior Director of Government Relations/FosterEd/Director, National Center for Youth Law

- Developed and led State and Federal policy and legislative advocacy campaigns
- Ensure that the practice to policy philosophy is effectively implemented in the work of the organization
- Facilitated the Child Welfare subcommittee for the CA Alliance for Boys and Men of Color with PolicyLink.

11/12 - 6/14

Principal Consultant, Senate Policy Unit, Office of Senate President Pro Tempore Darrell Steinberg

- Advised the Senate President on Legislative and Budget priorities for a \$13.7 Billion portfolio in the areas of Human Services, Developmental Disabilities, Long Term Aging, Military and Veterans Affairs.
- Developed public policy and budget priorities with state department directors, cabinet secretaries, gubernatorial staff, advocates and various stakeholders.
- Participated in Senate oversight activities; policy and budget analysis; technical advising related to budget and legislative development

SELECTED HONORS, AWARDS & ACTIVITIES

- 2014 - Present Member – Chief Justice's Keeping Kids in School Steering Committee
- 2004 - Present Board Member – Asian Pacific Youth Leadership Project
- 2018 - 2019 CA School Board Association Equity Network Cohort 1
- 2007 - 2015 Commissioner – CA Blue Ribbon Commission on Foster Care
- 2004 - 2014 Founder/Chair- Banteay Srei Southeast Asian CSEC Girls Empowerment Group
- 2010 - 2011 Board Member, East End Child Development Center
- 2007 - 2011 Vice-Chair- CA Foster Youth Education Task Force
- 2002 - 2003 Board President – Young Women United for Oakland

5. 7. 2022 Delegate Assembly Ballot County Delegate Region 6 

Description

Attached is ballot material for election of a county representative to the CSBA Delegate Assembly.

Recommendation

Action Item.

Supporting Documents



CCBE Ballot

Contact Person

Superintendent Lewis or Trustee Yip will present this item.

January 31, 2022

MEMORANDUM

TO: CCBE and CSBA Member County Boards of Education

FROM: Joe Ross, CCBE President

SUBJECT: 2022 CCBE Board of Directors and CSBA Delegate Assembly Election

Per President Susan Heredia's previous memo, enclosed is the ballot material for election of a county representative to the CSBA Delegate Assembly, who when elected will also be the member of CCBE's Board of Directors from your region.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2022 – March 31, 2024. The next meeting of the Delegate Assembly takes place on Saturday, May 21 and Sunday, May 22, 2022. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

About the California County Boards of Education

CCBE is a statewide organization that is a section of CSBA and partners with it in providing educational leadership serving the unique needs of all county boards of education in California. CCBE's mission is to serve and represent the county boards of education community by strengthening and promoting local governance through advocacy, training, mentoring, marketing, and communications. CCBE is a dynamic network of members engaged in maximizing education opportunities for all.

Members of the CCBE Board of Directors establish the vision, mission, and goals for CCBE, and ensure that activities and programs remain focused on those goals, as well as the issues identified in CCBE's policy platform. The CCBE Board of Directors is a working body, committed to serving an organization that is dedicated to equity and knowledge.

CCBE Board of Director's roles and responsibilities include:

- Attend all CCBE Board meetings as well as all CSBA Delegate Assembly meetings.
- Adopt CCBE's budget, policy platform, bylaws and standing rules.
- Be available for appointment by the President to at least one CCBE committee.
- Attend and participate in CCBE's annual conference programs.
- Provide two-way communication with local county board members and school districts.
- Select and endorse a candidate for the CSBA Director-at-Large, County position.
- Support and participate in CCBE's and CSBA's projects, activities, and events.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
List of all current Delegates on reverse side of ballot
Candidate(s)' required Biographical Sketch Forms and optional resumes
CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2022**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2022 DELEGATE ASSEMBLY BALLOT
COUNTY DELEGATE REGION 6
(Yolo, Sacramento, Alpine, El Dorado, and Mono Counties)

Number of seats: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2022 - March 31, 2024

**denotes incumbent*

No nominations were received; however, your board may vote to write in the name of a board member to fill this seat.

Shelton Yip (Yolo County Office of Education) Yolo County Office of Education
Provision for Write-in Candidate Name *COE*

Signature of Superintendent or Board Clerk

Title

COE Name

Date of Board Action

See reverse side for list of all current Delegates in your region.

REGION 6 – 18 Delegates (11 elected/7 appointed)◆**Director: Darrel Woo (Sacramento City USD)****Below is a list of all elected or appointed Delegates from this Region.**

Subregion 6-A (Yolo)

Jackie Wong (Washington USD), term expires 2022

Subregion 6-B (Sacramento)

Beth Albiani (Elk Grove USD) ◆, appointed term expires 2023

Nancy Chaires Espinosa (Elk Grove USD) ◆, appointed term expires 2022

Christopher Clark (Folsom-Cordova USD), 2022

Pam Costa (San Juan USD)◆, appointed term expires 2023

Craig DeLuz (Robla ESD), term expires 2022

Leticia Garcia (Sacramento City USD), term expires 2023

Lisa Kaplan (Natomas USD), term expires 2023

Mike McKibbin (San Juan USD)◆, appointed term expires 2022

Chinua Rhodes (Sacramento City USD), term expires 2023

Edward (Ed) Short (Folsom-Cordova USD), term expires 2023

Vacant (Sacramento City USD)◆, appointed term expires 2022

Vacant (Sacramento City USD)◆, appointed term expires 2023

Vacant (Twin Rivers USD)◆, appointed term expires 2023

Subregion 6-C (Alpine, El Dorado, Mono)

Misty diVittorio (Placerville Union ESD), term expires 2022

Suzanna George (Rescue Union ESD), term expires 2023

County Delegate:

Shelton Yip (Yolo COE), term expires 2022

Counties

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, El Dorado, Mono (Subregion C)

6. INFORMATION ITEMS

6. 1. Alternative Education Monthly Reports

Description

Presented for the board's consideration is the monthly attendance report for February 2022.

Recommendation

Information only.

Supporting Documents



Data for Board February 2022



Data for Board February 2022- 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)



Program Enrollment

	Dan Jacobs	Cesar Chavez	YCCP
Enrollment	4	24	9
Program Notes:	Duration (days): 1. 120+: 0 2. 30+: 2 3. 15+: 0 4. 5+: 2 • 2 New Enrollment	In-person instruction: 12 Independent Study: 12 • 1 New Enrollment	In-person instruction: 9 Independent Study: 0 • 0 New Enrollments

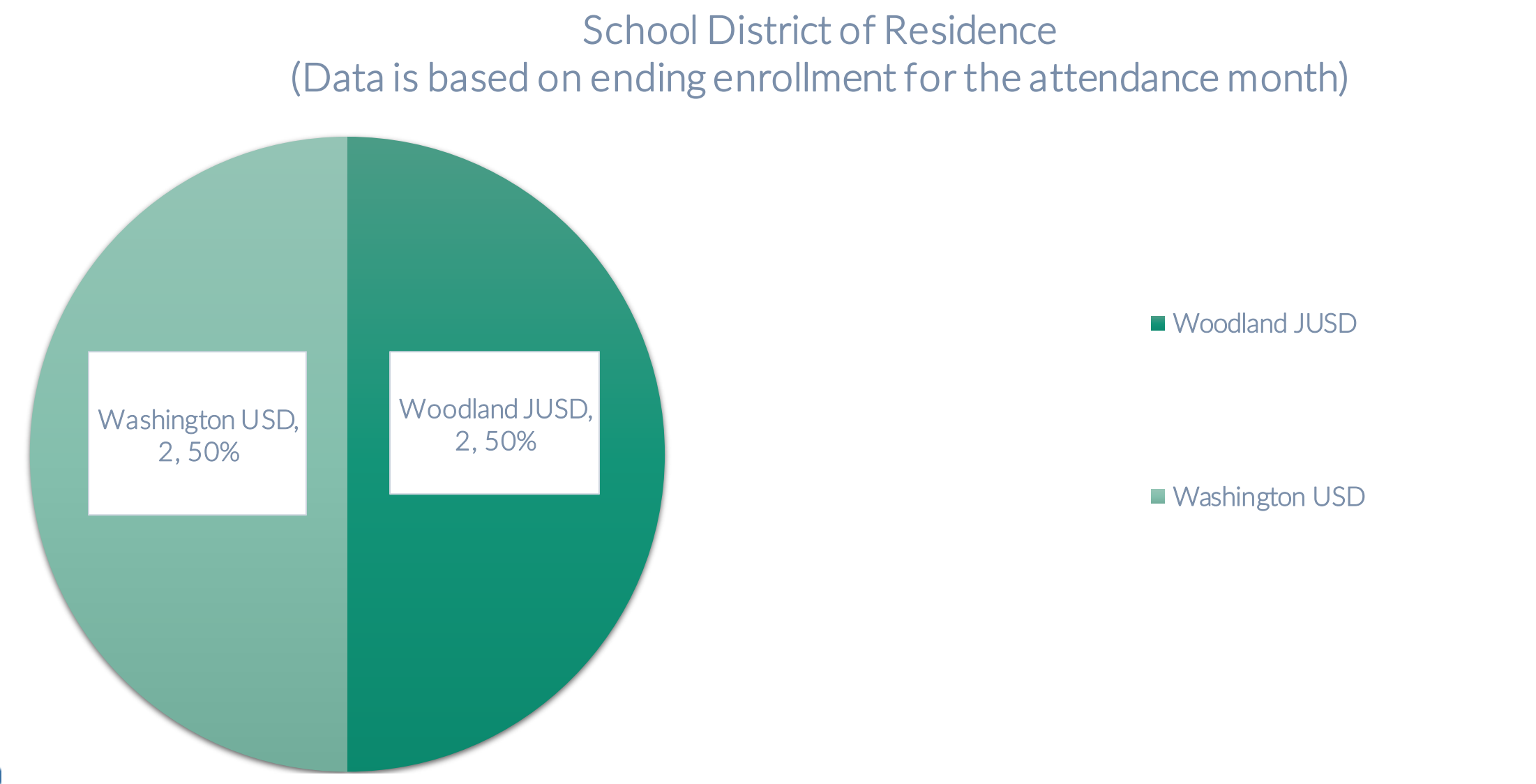
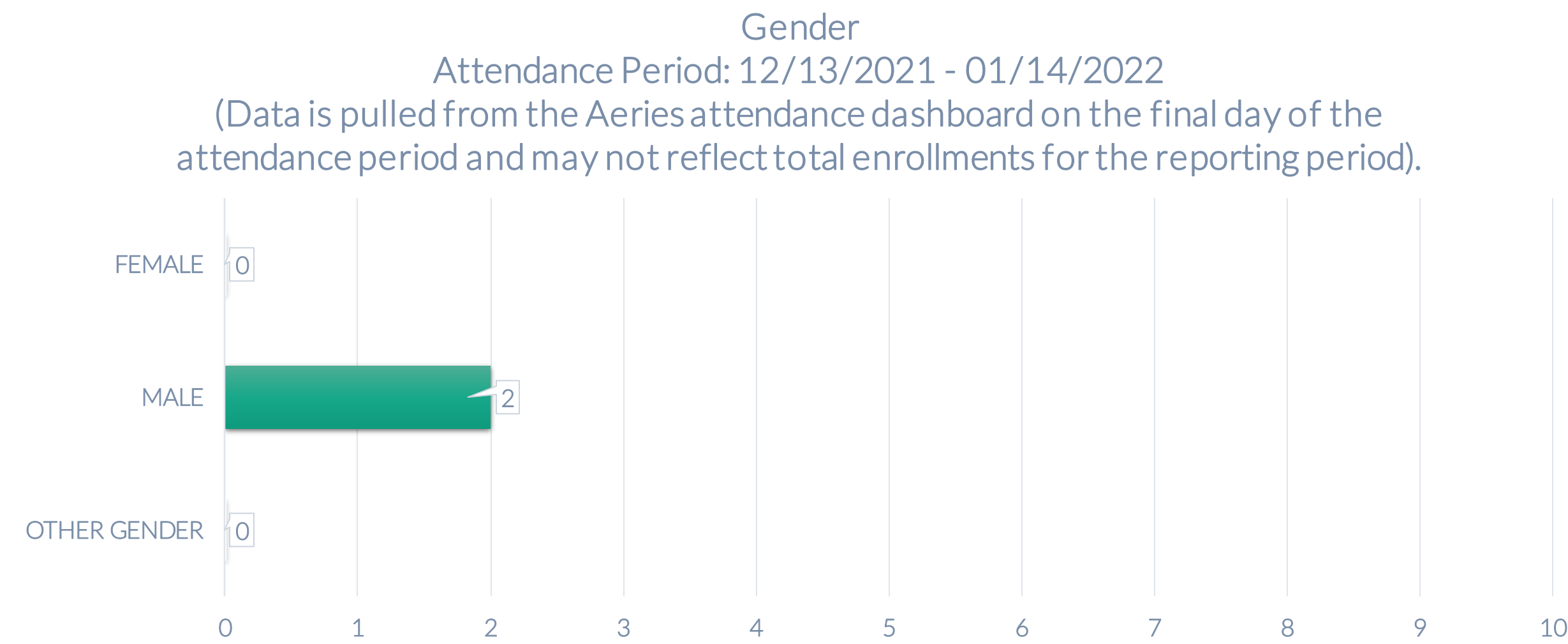
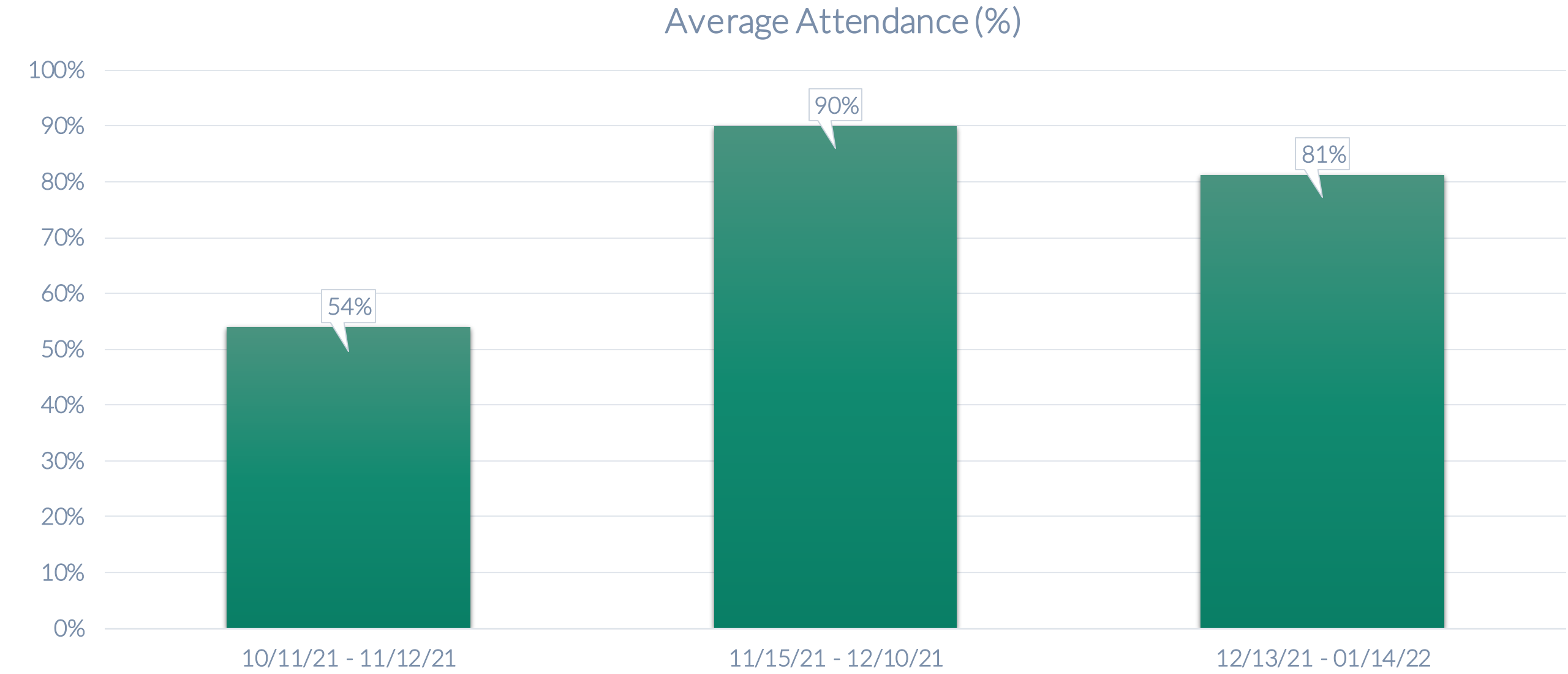
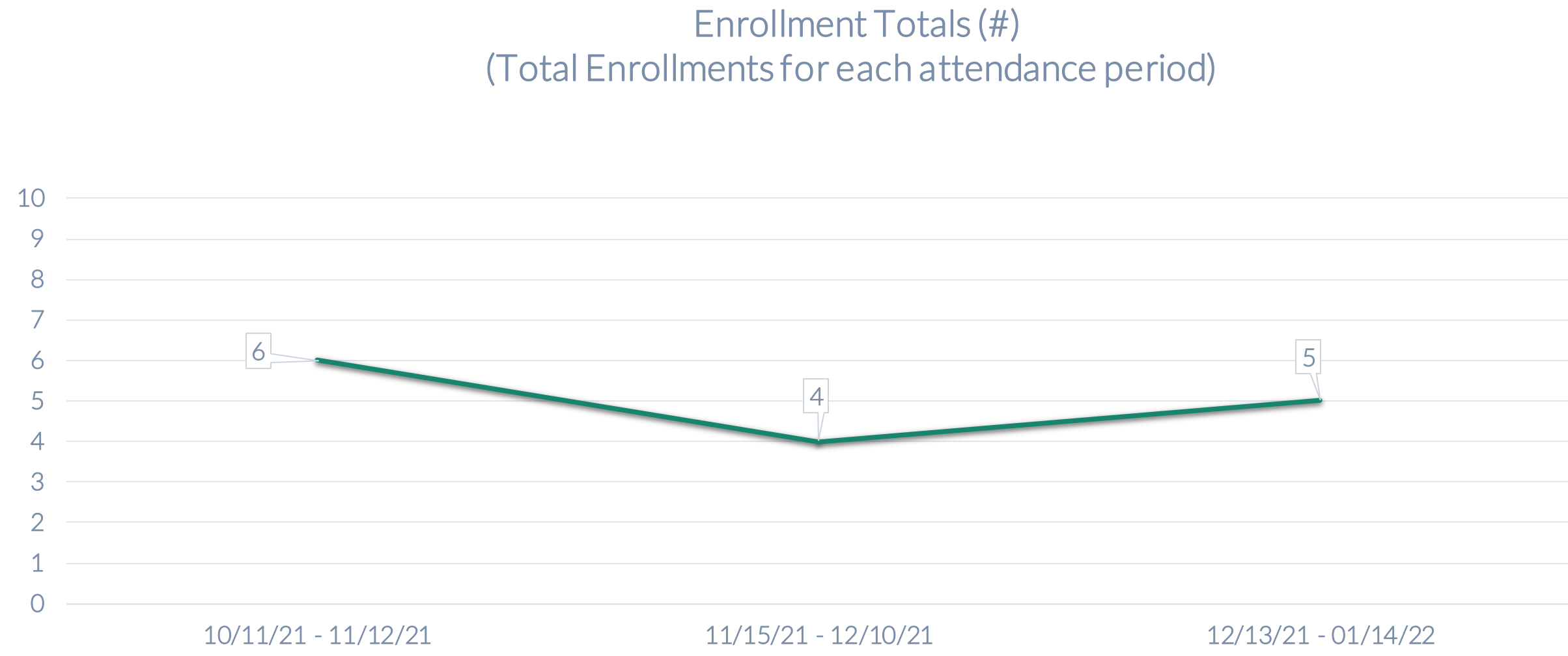
Attendance Period: 2/1/22



Dan Jacobs School

Months 5-7 (2021-2022)

Attendance Period: 10/11/2021 - 01/14/2022

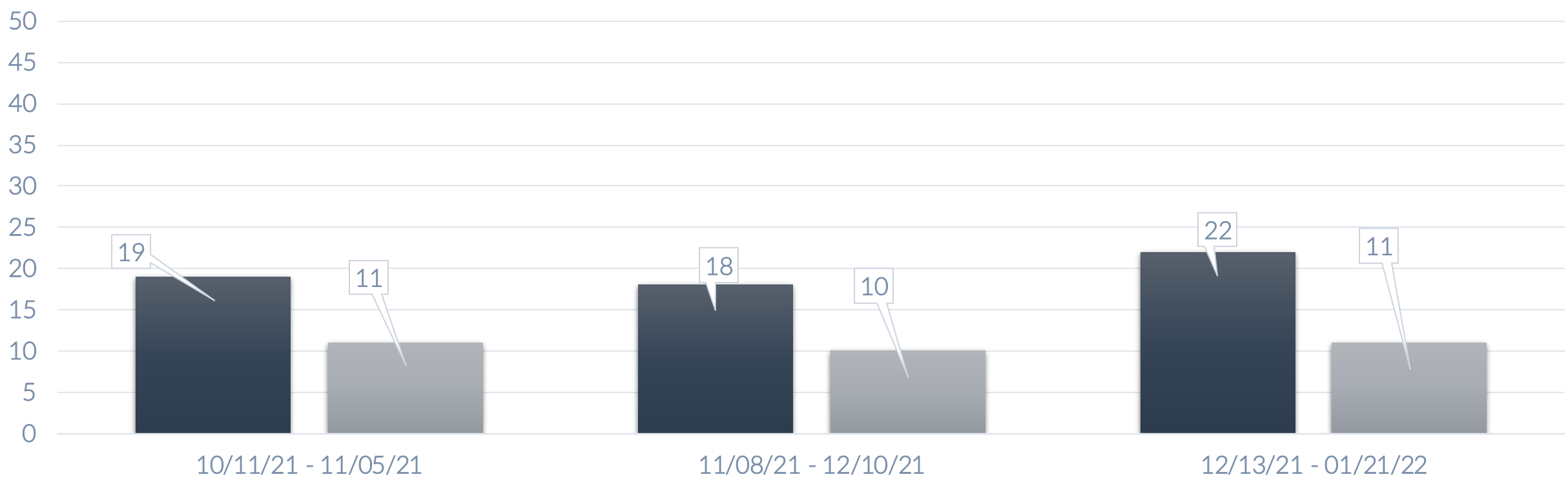


Cesar Chavez Community School - Woodland

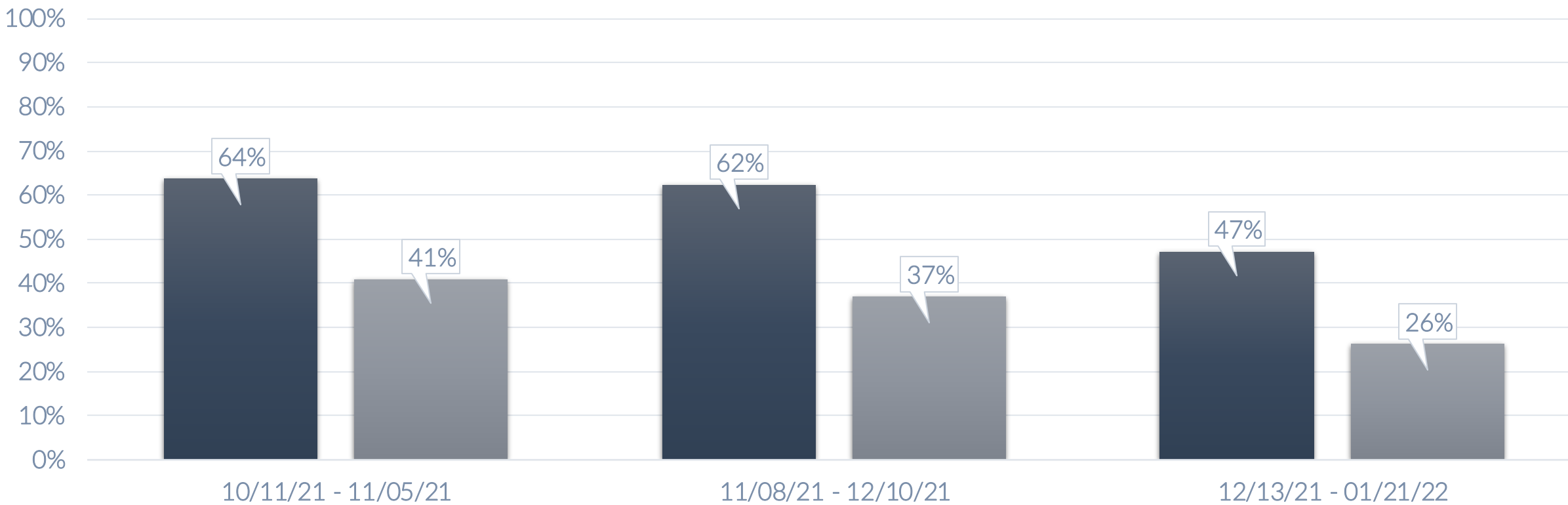
Month 3-5 (2021-2022)

Attendance Period: 10/11/2021 - 01/21/2022

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

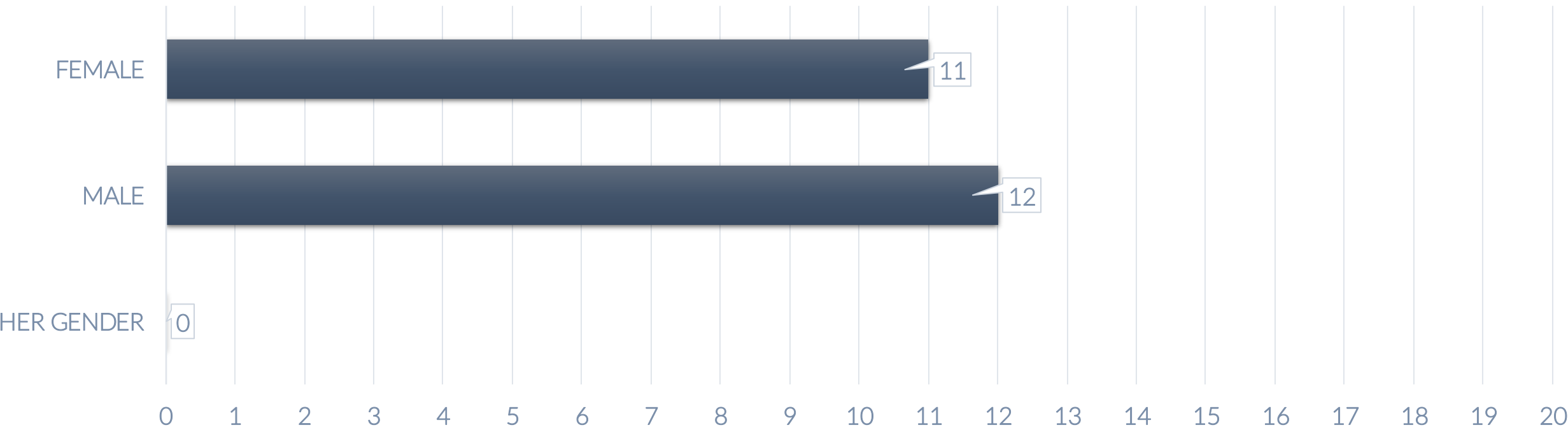


Average Attendance (%)

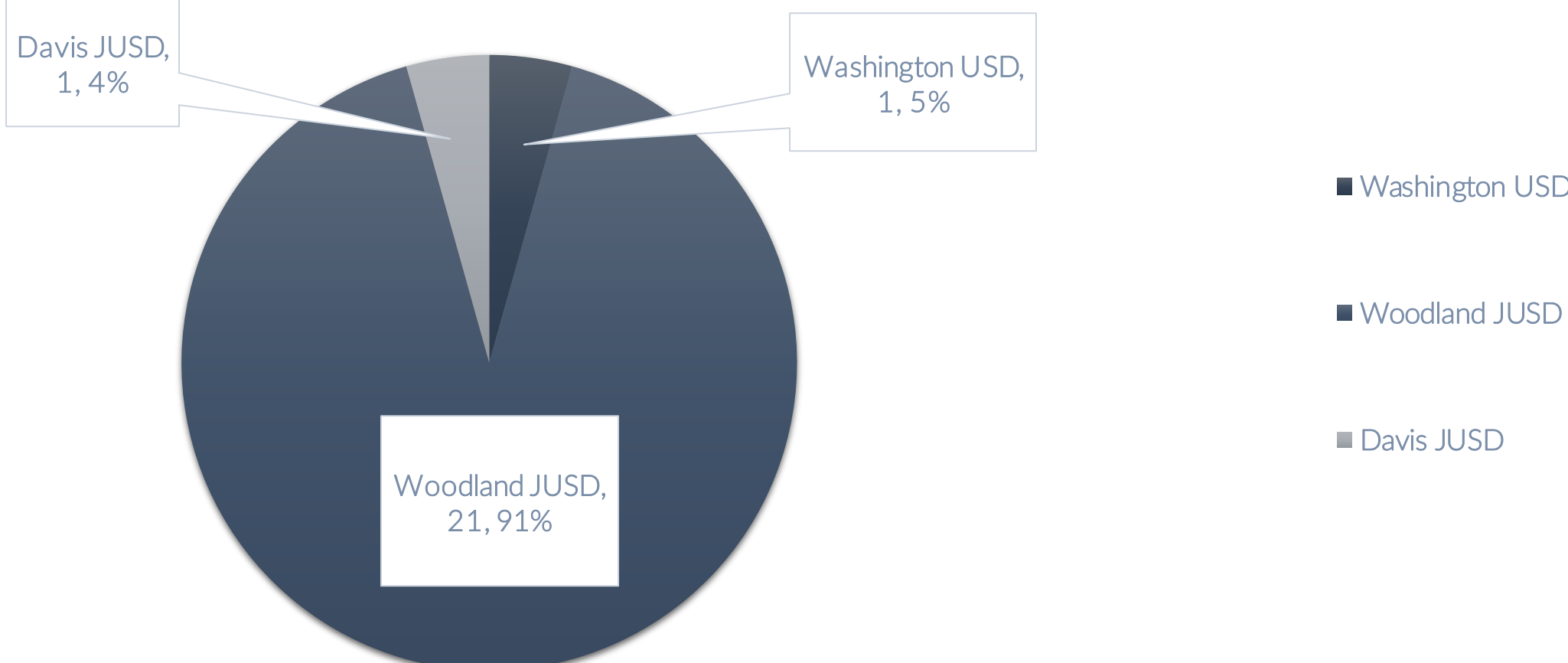


Gender
Attendance Period: 12/13/21 - 01/21/22

(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)

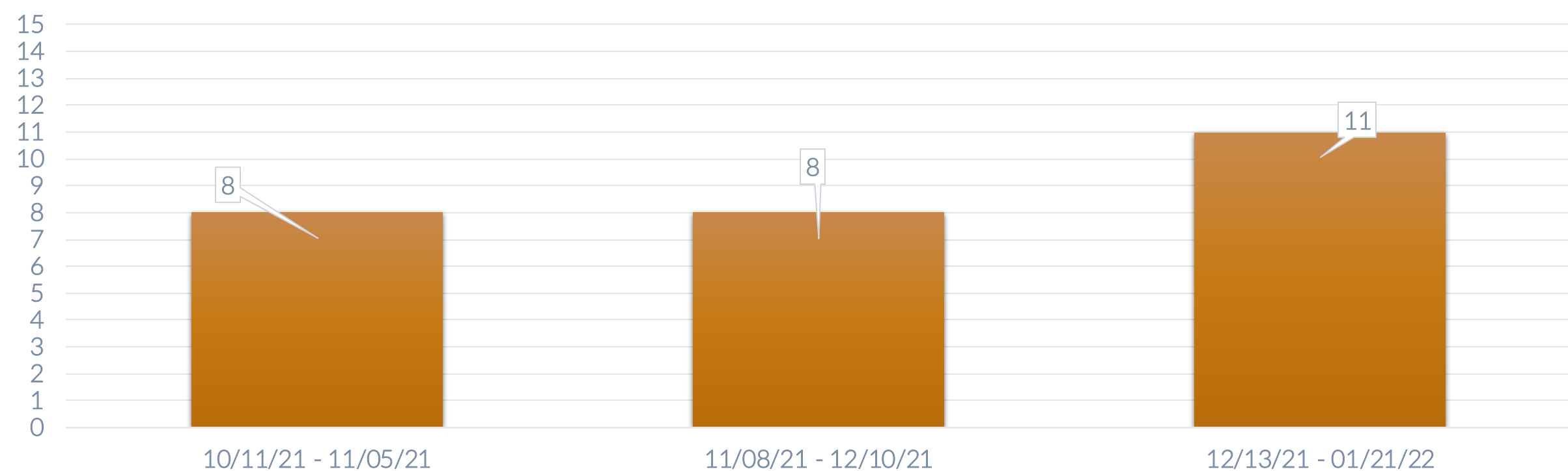


YCCCP (Yolo County Career Program)

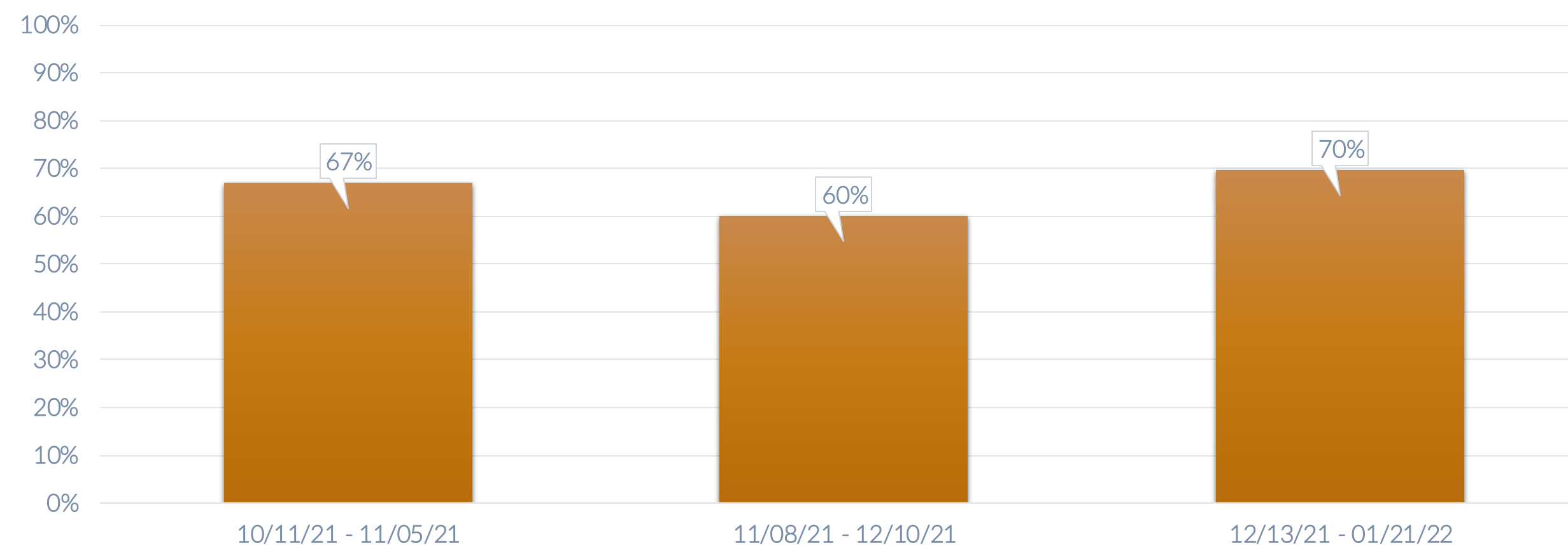
Month 3-5 (2021-2022)

Attendance Period: 10/11/2021 - 01/21/2022

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

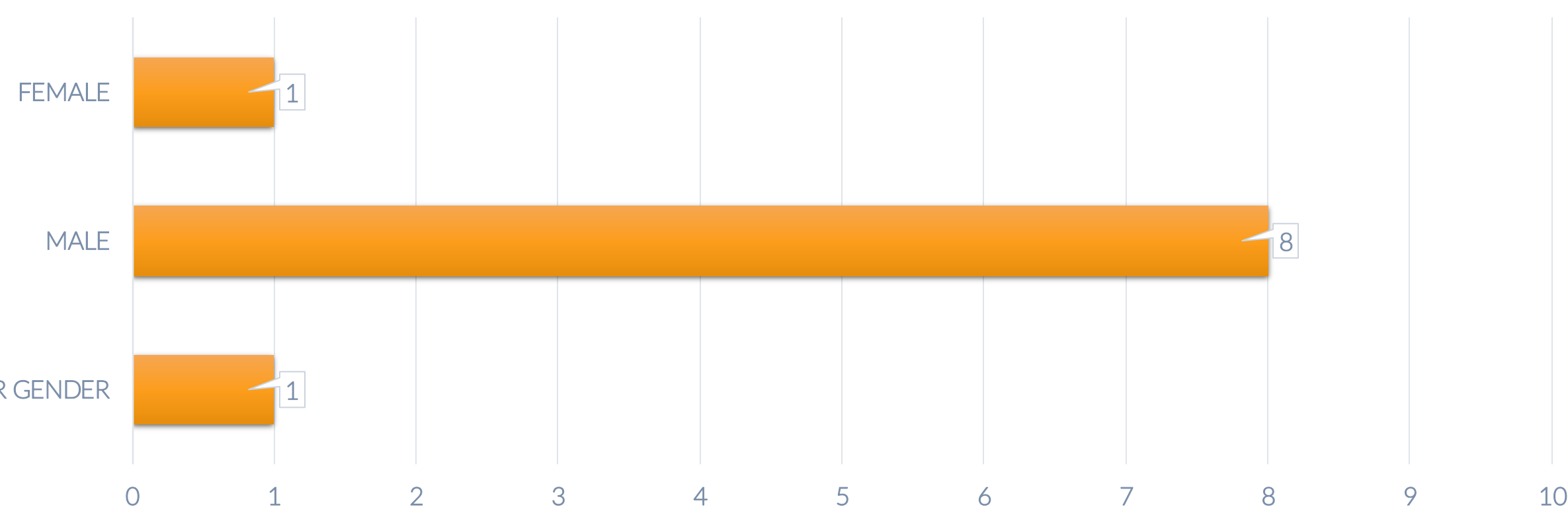


Average Attendance (%)

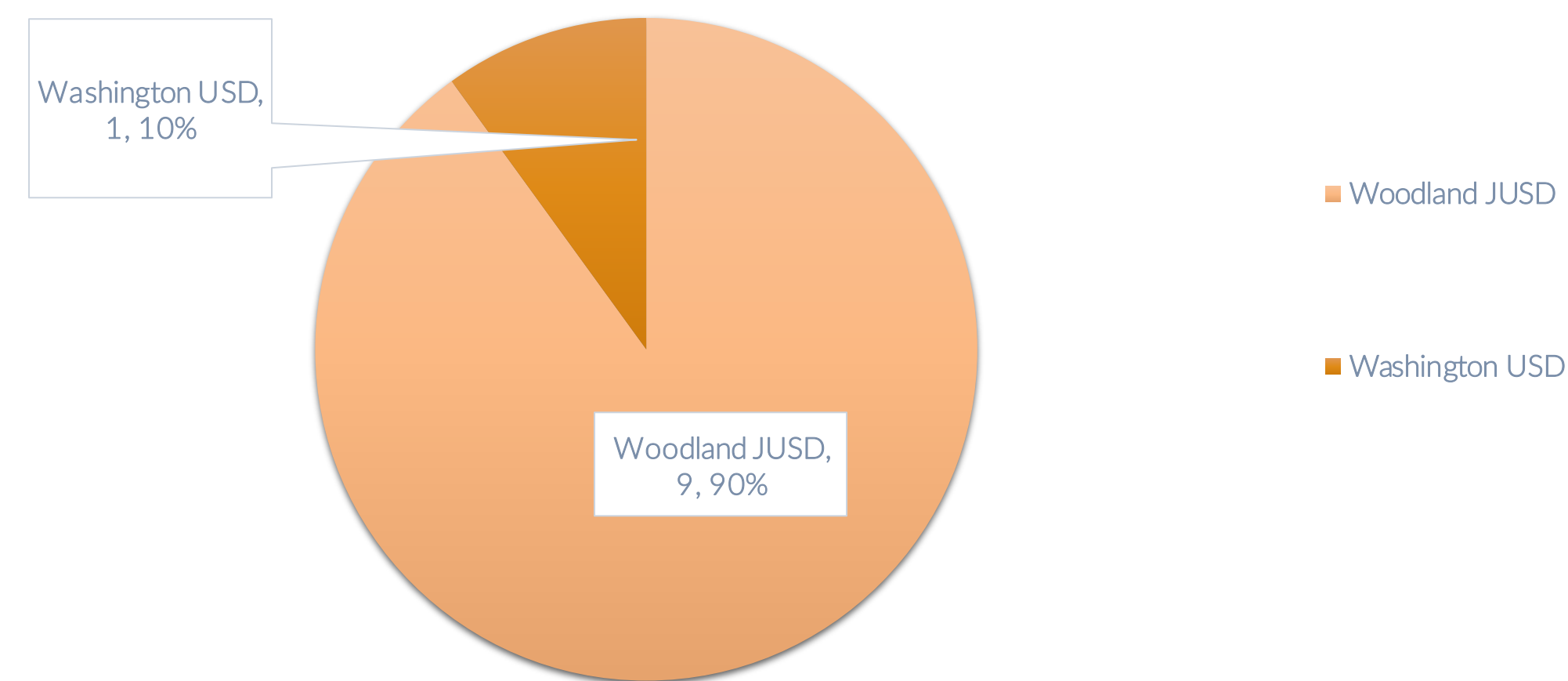


Gender
Attendance Period: 12/13/21 - 01/21/22

(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



6. 2. 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



Attendance Report December 2021



Director's Report February 2022



Dec 2021 Carry Over Board Policy Council



Nov 2021 Monthly Financial Report



Nov 2021 Carryover Board Policy Council



Dec 2021 Monthly Financial Report



LPC Meeting Agenda 01-04-2022



January 28 2022 Agenda



LPC Draft Minutes for Approval 12.7.21 (002)



Head Start / Early Head Start

Director, Yolo County Board of Education & Policy Council Monthly Report

EARLY HEAD START

Date: Monday, January 10, 2022				Report Outcomes for the month of December, 2021			
#	Program	Site	Ages	Waiting Lists C = Complete () = Over income	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	EHS/State	Lemen	6 wk. – 30 mos.	C2(5)	85.94%	4	4
					81.25%	4	4
					87.50%	4	4
2	EHS/State	Alyce Norman	6 wk. – 36 mos.	C10(8)	81.25%	3	3
					85.42%	4	4
					100.00%	4	4
					81.25%	4	4
					85.94%	4	4
					92.19%	4	3
72.92%	4	3					
1	EHS/State	Montgomery	24-36 mos.	C0(0)	92.65%	12	7
					89.58%		
					NA		
0	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C3(1)	NA	37	34
SUB TOTAL				C15(14)	86.3%	88	78

HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	HS/State	Alyce Norman	3 – 5	C0(0)	84.75%	16	14
2					82.81%	20	20
3					93.95%	20	17
4					76.44%	16	15
5	State ONLY	Alyce Norman	3 – 5		91.18%	16	13
1	HS/State	Alyce Norman	3 – 5		83.33%	20	18
1					88.89%	20	9
2							
1	HS/State	Esparto	3 - 5	C1(0)	97.90%	16	11
1	HS/State	Greengate	3 – 5	C0(5)	87.96%	16	9
2					85.44%	20	10
1	HS/State	Plainfield	3 – 5	C0(2)	83.05%	16	16



Head Start / Early Head Start

Director, Yolo County Board of Education & Policy Council Monthly Report

1	HS/State	Prairie	3 – 5		94.17%	20	20
				C0(2)			
1	HS/State	Woodland Central	3 – 5	C2(4)	74.48%	20	15
1	HS/State	Montgomery	3 - 5	C0(0)	91.71%	20	19
1	HS/State	Wolfskill	3-5	C0(0)	77.57%	7	7
SUB TOTAL				C3(13)	86.2%	263	213
TOTAL				C18(27)	86.25%	351	291

NOTE: ENROLLMENT WENT UP BY 17 FROM LAST MONTH.

February 2022

Quality Grants

Our Dual Language Learner training for Family, Friend and Neighbor providers is underway and we have over 27 participants and a waiting list established for our next series which will be offered in the Spring! Our Impact coaches did a great job outreaching to licensed childcare providers in the Fall and have held two networking sessions in December and January which were well attended. The coaches are now working to support the providers in Woodland with the Impact application process, as one of the goals of this funding is to recruit childcare providers and create a network of support in this previously underserved area in Yolo County.

Head Start

Our program has begun our internal monitoring process while also working diligently to provide coverage in classrooms. We continue to struggle with being fully staffed, however we are beginning to hire new staff into vacant positions. All staff members continue to support one another as we move through this pandemic and navigate the changes brought about by our increased knowledge of the COVID 19 virus. Our staff is truly committed to providing quality ECE programming to children and families while keeping the safety of staff and children at the forefront.

Executive Summary
2021/2022 Fiscal Year
December 2021

CARRY OVER HEAD START & QUALITY IMPROVEMENT/PROGRAMA HEAD START			
Resource 5210 & 5219/Recurso 5210 & 5219			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:			\$ 282,025.00
Expenditures/Gastos:			
Salaries/Salarios	\$ 1,136.04	\$	4,605.09
Benefits/Beneficios	\$ 450.86	\$	1,847.77
Supplies/Provisiones	\$ 652.85	\$	33,725.29
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ 652.85	\$	6,564.33
Contracted Services/Servicios Contratados	\$ -	\$	-
Operations/Gastos de Operacion	\$ -	\$	-
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ 341.00	\$	4,205.00
Cafeteria Fund/transerencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 2,580.75	\$	44,383.15

CARRY OVER EARLY HEAD START & QUALITY IMPROVEMENT/PROGRAMA EARLY HEAD START			
Resource 5212 & 5229/Recurso 5212 & 5229			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:			\$ 155,112.00
Expenditures/Gastos:			
Salaries/Salarios	\$ 559.00	\$	2,269.63
Benefits/Beneficios	\$ 222.22	\$	910.72
Supplies/Provisiones	\$ -	\$	-
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	-
Contracted Services/Servicios Contratados	\$ -	\$	-
Operations/Gastos de Operacion	\$ -	\$	-
Building/Land Improvements	\$ 3,750.00	\$	86,528.72
Indirect Costs/Castos Indirectos	\$ 168.00	\$	338.00
Cafeteria Fund/transerencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 4,699.22	\$	90,047.07

CARRY OVER HEAD START T&TA/PROGRAMA HEAD START T & TA			
Resource 5208/Recurso 5208			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:			\$ 2,584.00
Expenditures/Gastos:			
Salaries/Salarios	\$ -	\$	-
Benefits/Beneficios	\$ -	\$	-
Supplies/Provisiones	\$ -	\$	-
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	-
Contracted Services/Servicios Contratados	\$ -	\$	-
Operations/Gastos de Operacion	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ -	\$	-

CARRY OVER EARLY HEAD START T&TA/PROGRAMA EARLY HEAD START T & TA			
Resource 5218/Recurso 5218			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:			\$ 1,101.00
Expenditures/Gastos:			
Salaries/Salarios	\$ -	\$	-
Benefits/Beneficios	\$ -	\$	-
Supplies/Provisiones	\$ -	\$	-
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	-
Contracted Services/Servicios Contratados	\$ -	\$	-
Operations/Gastos de Operacion	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ -	\$	-

**Executive Summary
2021/2022 Fiscal Year
December 2021**

Program	Working Budget	Current Expenditures	Year-To-Date Expenditures	Encumbered	Balance	% of Budget Spent	% of Budget Encumbered	Unspent or Not Obligated
<u>CARRY OVER FUNDS:</u>								
Head Start/Quality Improvement	\$ 282,025	\$ 2,581	\$ 44,383	\$ 13,270	\$ 224,371	15.74%	4.71%	79.56%
Early Head Start/Quality Improvement	\$ 155,112	\$ 4,699	\$ 90,047	\$ 21,077	\$ 43,988	58.05%	13.59%	28.36%
Head Start COVID-19	\$ 13,829	\$ 3,476	\$ 13,829	\$ -	\$ (0)	100.00%	0.00%	0.00%
Early Head Start COVID-19	\$ 6,745	\$ 1,695	\$ 6,745	\$ -	\$ (0)	100.00%	0.00%	0.00%
Head Start T&TA	\$ 2,584	\$ -	\$ -	\$ -	\$ 2,584	0.00%	0.00%	100.00%
Early Head Start T&TA	\$ 1,101	\$ -	\$ -	\$ -	\$ 1,101	0.00%	0.00%	100.00%
Total Grant	\$ 461,396	\$ 12,451	\$ 155,004	\$ 34,347	\$ 272,044	33.59%	7.44%	58.96%

**Executive Summary
2021/2022 Fiscal Year
December 2021**

Early Head Start & Quality Improvement

CARRY OVER FUNDS:

Resource 5212 EHS & RS 5229 Quality Budgets

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	94,762	0	94,762	3,227	86,297	0	8,465	8.93%
Prior Year	60,350	0	60,350	60,350	60,350	0	(0)	0.00%
COLA	0	0	0	0	0	0	0	
Total Revenues	155,112	0	155,112	63,577	146,647	0	8,465	5.46%
Expenditures								
Salaries	5,600	0	5,600	559	2,270	0	3,330	59.47%
Benefits	2,713	0	2,713	222	911	0	1,802	66.43%
Supplies	12,446	0	12,446	0	0	16,459	(4,013)	-32.24%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!
<i>Site Supplies</i>	12,446	0	12,446	0	0	16,459	(4,013)	-32.24%
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!
Dues & Memberships	0	0	0	0	0	0	0	#DIV/0!
Insurance	0	0	0	0	0	0	0	#DIV/0!
Operations and Housekeeping	0	0	0	0	0	0	0	#DIV/0!
Rentals, Leases, Repairs & Noncapitalized								
Improvements	0	0	0	0	0	0	0	#DIV/0!
Direct Costs for Transfer of Services	0	0	0	0	0	0	0	#DIV/0!
Professional/Contracted Services & Operating								
Expenditures	2,208	0	2,208	0	0	1,445	763	34.56%
Intergovernmental Fees	0	0	0	0	0	0	0	#DIV/0!
Indirect Costs	2,443	0	2,443	168	338	0	2,105	86.16%
Improvements	129,702	0	129,702	3,750	86,529	3,173	40,000	30.84%
Total Expenditures	155,112	0	155,112	4,699	90,047	21,077	43,988	28.36%

Executive Summary
2021/2022 Fiscal Year
December 2021
PROGRAMA EARLY HEAD START
PRESUPUESTO DEL AÑO FISCAL 2020/2021

CARRY OVER FUNDS:

Recurso 5212 & 5229

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	94,762	0	94,762	3,227	86,297	0	8,465	8.93%
	60,350		60,350				60,350	100.00%
	0		0		0		0	
Total de Ingresos	155,112	0	155,112	63,577	146,647	0	8,465	5.46%
Gastos:								
Salarios	5,600	0	5,600	559	2,270	0	3,330	59.47%
Beneficios	2,713	0	2,713	222	911	0	1,802	66.43%
Provisiones	12,446	0	12,446	0	0	16,459	(4,013)	-32.24%
<i>Articulos para las actividades de los padres y comida para las juntas</i>	0	0	0	0	0	0	0	#DIV/0!
<i>Artículos de oficina para el centro</i>	12,446	0	12,446	0	0	16,459	(4,013)	-32.24%
Viaje y Conferencia	0	0	0	0	0	0	0	#DIV/0!
Cuotas y Membresías	0	0	0	0	0	0	0	#DIV/0!
Seguro	0	0	0	0	0	0	0	#DIV/0!
Operations and Housekeeping	0		0	0	0	0	0	#DIV/0!
Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	0	0	0	0	0	0	0	#DIV/0!
Costos Directos para Transferencias de Servicios	0	0	0	0	0	0	0	#DIV/0!
Servicios Profesionales/Contratados y Gastos de	2,208	0	2,208	0	0	1,445	763	34.56%
Cuotas Intergubernamentales	0	0	0	0	0	0	0	#DIV/0!
Gastos Indirectos	2,443	0	2,443	168	338	0	2,105	86.16%
Equipment		129,702	129,702	3,750	86,529	3,173	40,000	30.84%
		0	0					
Total de Gastos	25,410	129,702	155,112	4,699	90,047	21,077	43,988	28.36%

**Executive Summary
2021/2022 Fiscal Year
December 2021
HEAD START T&TA**

**CARRY OVER FUNDS:
Resource 5208**

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	2,584	0	2,584	0	0	0	0	2,584	100.00%
COLA	0	0	0	0	0	0	0	0	
Total Revenues	2,584	0	2,584	0	0	0	0	2,584	100.00%
Expenditures									
Salaries	0	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0	0.00%
Supplies	0	0	0	0	0	0	0	0	#DIV/0!
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	0	#DIV/0!
<i>Site Supplies</i>	0	0	0	0	0	0	0	0	#DIV/0!
Travel & Conference	2,584	0	2,584	0	0	0	0	2,584	100.00%
Contracted Services	0	0	0	0	0	0	0	0	#DIV/0!
Indirect Costs	0	0	0	0	0	0	0	0	#DIV/0!
Total Expenditures	2,584	0	2,584	0	0	0	0	2,584	100.00%

Executive Summary
2021/2022 Fiscal Year
December 2021
PROGRAMA HEAD START T&TA

CARRY OVER FUNDS:

Recurso 5208

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	2,584	0	2,584	0	0	0	2,584	100.00%
COLA	0		0				0	
Total de Ingresos	2,584	0	2,584	0	0	0	2,584	100.00%
Gastos:								
Salarios	0	0	0	0	0	0	0	0.00%
Beneficios	0	0	0	0	0	0	0	0.00%
Provisiones	0	0	0	0	0	0	0	#DIV/0!
<i>Articulos para las actividades de los padres y comida para las juntas</i>	0	0	0	0	0	0	0	#DIV/0!
<i>Articulos de oficina para el centro</i>	0	0	0	0	0	0	0	#DIV/0!
Viaje y Conferencia	2,584	0	2,584	0	0	0	2,584	
Servicios Contratados	0	0	0	0	0	0	0	#DIV/0!
Gastos Indirectos	0	0	0	0	0	0	0	0.00%
Total de Gastos	2,584	0	2,584	0	0	0	2,584	100.00%

Executive Summary
2021/2022 Fiscal Year
December 2021
HEAD START & QUALITY IMPROVEMENT
2021/2022 BUDGET

CARRY OVER FUNDS:

Resource 5210 HS & Quality Improvement RS 5219

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	282,025	0	282,025	3,550	43,730	0	238,295	84.49%	
Indirect		0	0	0	0	0	0	0.00%	
COLA	0	0	0	0	0	0	0	0.00%	
Total Revenues	282,025	0	282,025	3,550	0	0	282,025	100.00%	
Expenditures:									
Salaries	11,371	0	11,371	1,136	4,605	0	6,766	59.50%	
Benefits	4,603	0	4,603	451	1,848	0	2,755	59.86%	
Supplies	87,959	0	87,959	653	33,725	8,935	45,298	51.50%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	19,420	0	19,420	653	6,564	9,588	3,920	20.19%	
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!	
Dues & Memberships	0	0	0	0	0	0	0	#DIV/0!	
Insurance	0	0	0	0	0	0	0	#DIV/0!	
Operations & Housekeeping	0	0	0	0	0	0	0	#DIV/0!	
Rentals, Leases, Repairs & Noncapitalized									
Improvements	0	0	0	0	0	0	0	#DIV/0!	
Direct Costs for Transfer of Services	0	0	0	0	0	0	0	#DIV/0!	
Professional/Contracted Services & Operating									
Expenditures	34,435	0	34,435	0	0	4,335	30,100	87.41%	
Intergovernmental Fees	0	0	0	0	0	0	0	#DIV/0!	
Equipment	133,975	0	133,975	0	0	0	133,975	100.00%	
Indirect Costs	9,682	0	9,682	341	4,205	0	5,477	56.57%	
Improvements	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	282,025	0	282,025	2,581	44,383	13,270	224,371	79.56%	

**Executive Summary
2021/2022 Fiscal Year
December 2021
PROGRAMA HEAD START
PRESUPUESTO 2020/2021**

CARRY OVER FUNDS:

Recurso 5210

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	282,025	0	282,025	0	43,730		238,295	84.49%
	0	0	0	0	0	0	0	
COLA	0	0	0	0	0		0	
Total Revenues/Total de Ingresos	282,025	0	282,025	0	0	0	282,025	
Gastos:								
Salarios	11,371	0	11,371	1,136	4,605	0	6,766	59.50%
Beneficios	4,603	0	4,603	451	1,848	0	2,755	59.86%
Provisiones	87,959	0	87,959	653	33,725	8,935	45,298	51.50%
<i>Artículos para las actividades de los padres y comida para las juntas</i>	0	0	0	0	0	0	0	0.00%
<i>Artículos de oficina para el centro</i>	19,420	0	19,420	653	6,564	9,588	3,267	16.83%
Viaje y Conferencia	0	0	0	0	0	0	0	#DIV/0!
Cuotas y Membresías	0	0	0	0	0	0	0	#DIV/0!
Seguro	0	0	0	0	0	0	0	#DIV/0!
	0	0	0	0	0	0	0	#DIV/0!
Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	0	0	0	0	0	0	0	#DIV/0!
Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Operación	0	0	0	0	0	0	0	#DIV/0!
Operación	34,435	0	34,435	0	0	4,335	30,100	87.41%
Cuotas Intergubernamentales	0	0	0	0	0	0	0	#DIV/0!
Mejoras a los Terrenos	133,975	0	133,975	0	0	0	133,975	100.00%
Gastos Indirectos	9,682	0	9,682	341	4,205	0	5,477	56.57%
transferencia al fondo del café	0	0	0	0	0	0	0	#DIV/0!
		0	0					
Total de Gastos	282,025	0	282,025	2,581	44,383	13,270	224,371	79.56%

**Executive Summary
2021/2022 Fiscal Year
December 2021
EARLY HEAD START T&TA**

CARRY OVER FUNDS:

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			% %
					Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	1,101	0	1,101	0	0	0	1,101	100.00%
Total Revenues	1,101	0	1,101	0	0	0	1,101	100.00%
Expenditures								
Salaries	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0.00%
Supplies	0	0	0	0	0	0	0	#DIV/0!
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!
<i>Site Supplies</i>	0	0	0	0	0	0	0	#DIV/0!
Travel & Conference	1,101	0	1,101	0	0	0	1,101	100.00%
Contracted Services	0	0	0	0	0	0	0	#DIV/0!
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!
Total Expenditures	1,101	0	1,101	0	0	0	1,101	100.00%

Executive Summary
2021/2022 Fiscal Year
December 2021
PROGRAMA EARLY HEAD START T&TA

CARRY OVER FUNDS:

Recurso 5218

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	1,101	0	1,101	0	0	0	1,101	100.00%
Total de Ingresos	1,101	0	1,101	0	0	0	1,101	
Gastos:								
Salarios	0	0	0	0	0	0	0	0.00%
Beneficios	0	0	0	0	0	0	0	0.00%
Provisiones	0	0	0	0	0	0	0	#DIV/0!
<i>Articulos para las actividades de los padres y comida para las juntas</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>#DIV/0!</i>
<i>Artículos de oficina para el centro</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>#DIV/0!</i>
Viaje y Conferencia	1,101	0	1,101	0	0	0	1,101	100.00%
Servicios Contratados	0	0	0	0	0	0	0	#DIV/0!
Gastos Indirectos	0	0	0	0	0	0	0	#DIV/0!
Total de Gastos	1,101	0	1,101	0	0	0	1,101	100.00%

**Executive Summary
2021/2022 Fiscal Year
December 2021
HEAD START COVID**

CARRY OVER FUNDS:

Resource 5220

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	13,829	0	13,829	6,928	13,829	0	0	0	0.00%
			0						
Total Revenues	13,829	0	13,829	6,928	13,829	0	0	0	0.00%
Expenditures									
Salaries	9,668	0	9,668	1,434	8,815	0	853	0.00%	
Benefits	2,833	0	2,833	714	3,686	0	(853)	0.00%	
Supplies	0	0	0	0	0	0	0	#DIV/0!	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	0	0	0	0	0	0	0	#DIV/0!	
Rentals , Repairs, Leases	0	0	0	0	0	0	0	#DIV/0!	
Contracted Services	0	0	0	0	0	0	0	#DIV/0!	
Indirect Costs	1,328	0	1,328	1,328	1,328	0	0	0.00%	
Improvements	0	0	0	0	0	0	0	#DIV/0!	
Equipment	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	13,829	0	13,829	3,476	13,829	0	(0)	0.00%	

**Executive Summary
2021/2022 Fiscal Year
December 2021
EARLY HEAD START COVID**

CARRY OVER FUNDS:

Resource 5230

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	6,745	0	6,745	3,378	6,745	0	0	0.00%	
	0	0	0						
Total Revenues	6,745	0	6,745	3,378	6,745	0	0	0.00%	
Expenditures									
Salaries	4,717	0	4,717	698	4,299	0	418	0.00%	
Benefits	1,379	0	1,379	348	1,797	0	(418)	0.00%	
Supplies	0	0	0	0	0	0	0	#DIV/0!	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	0	0	0	0	0	0	0	#DIV/0!	
Rentals, Repairs, Leases	0	0	0	0	0	0	0	#DIV/0!	
Contracted Services	0	0	0	0	0	0	0	#DIV/0!	
Indirect Costs	649	0	649	649	649	0	0	0.00%	
Improvements	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	6,745	0	6,745	1,695	6,745	0	(0)	0.00%	

Executive Summary
2021/2022 Fiscal Year
November 2021

HEAD START & QUALITY IMPROVEMENT/PROGRAMA HEAD START			
Resource 5210 & 5219/Recurso 5210 & 5219			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	3,084,556.00
Expenditures/Gastos:			
Salaries/Salarios	\$	131,169.92	\$ 610,243.27
Benefits/Beneficios	\$	50,946.37	\$ 235,506.58
Supplies/Provisiones	\$	4,622.33	\$ 13,594.36
<i>Parent Activities/Actividades de los padres</i>	\$	-	\$ -
Site Supplies/Articulos de oficina para el centro	\$	4,622.33	\$ 13,594.36
Contracted Services/Servicios Contratados	\$	18,232.92	\$ 23,721.20
Operations/Gastos de Operacion	\$	17,974.94	\$ 90,161.95
Building/Land Improvements	\$	-	\$ -
Indirect Costs/Castos Indirectos	\$	22,644.00	\$ 81,847.00
Cafeteria Fund/transferencia al fondo del café	\$	-	\$ -
Total Expenditures/Total de Gastos	\$	245,590.48	\$ 1,055,074.36

EARLY HEAD START & QUALITY IMPROVEMENT/PROGRAMA EARLY HEAD START			
Resource 5212 & 5229/Recurso 5212 & 5229			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	1,184,022.00
Expenditures/Gastos:			
Salaries/Salarios	\$	49,554.81	\$ 258,188.36
Benefits/Beneficios	\$	17,265.17	\$ 95,072.27
Supplies/Provisiones	\$	5,978.99	\$ 10,676.16
<i>Parent Activities/Actividades de los padres</i>	\$	-	\$ -
Site Supplies/Articulos de oficina para el centro	\$	5,978.99	\$ 10,676.16
Contracted Services/Servicios Contratados	\$	3,701.37	\$ 8,208.01
Operations/Gastos de Operacion	\$	5,040.74	\$ 26,737.58
Building/Land Improvements	\$	20,000.00	\$ 20,000.00
Indirect Costs/Castos Indirectos	\$	8,525.99	\$ 34,211.00
Cafeteria Fund/transferencia al fondo del café			
Total Expenditures/Total de Gastos	\$	110,067.07	\$ 453,093.38

HEAD START T&TA/PROGRAMA HEAD START T & TA			
Resource 5208/Recurso 5208			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	34,554.00
Expenditures/Gastos:			
Salaries/Salarios	\$	-	\$ -
Benefits/Beneficios	\$	-	\$ -
Supplies/Provisiones	\$	-	\$ -
<i>Parent Activities/Actividades de los padres</i>	\$	-	\$ -
Site Supplies/Articulos de oficina para el centro	\$	-	\$ -
Contracted Services/Servicios Contratados	\$	-	\$ 1,595.00
Operations/Gastos de Operacion	\$	3,375.63	\$ 11,925.07
Indirect Costs/Castos Indirectos	\$	-	\$ -
Total Expenditures/Total de Gastos	\$	3,375.63	\$ 13,520.07

EARLY HEAD START T&TA/PROGRAMA EARLY HEAD START T & TA			
Resource 5218/Recurso 5218			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	25,983.00
Expenditures/Gastos:			
Salaries/Salarios	\$	-	\$ -
Benefits/Beneficios	\$	-	\$ -
Supplies/Provisiones	\$	-	\$ -
<i>Parent Activities/Actividades de los padres</i>	\$	-	\$ -
Site Supplies/Articulos de oficina para el centro	\$	-	\$ -
Contracted Services/Servicios Contratados	\$	-	\$ 1,155.00
Operations/Gastos de Operacion	\$	2,007.59	\$ 12,649.52
Indirect Costs/Castos Indirectos	\$	-	\$ -
Total Expenditures/Total de Gastos	\$	2,007.59	\$ 13,804.52

Credit Cards	Monthly Expense
Visa	\$ 6,851.40
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ -
Interstate Oil	\$ 356.64
Total Credit Cards	\$ 7,208.04

Calculation of In-Kind Contributions			Administrative Percent Calculation	
	Dollars Expended	In-Kind Required		
	Year-To-Date			
Head Start	\$ 1,055,074.36	\$ 263,768.59	Maximum Percent Allowed	15%
HS T & TA	\$ 13,520.07	\$ 3,380.02	Calculated Percent for the Month	12%
Early HS	\$ 453,093.38	\$ 113,273.35	Annual Percentage	13%
EHS T & TA	\$ 13,804.52	\$ 3,451.13		
Total	\$ 1,535,492.33	\$ 383,873.08		
	Amount Required:	\$ 383,873.08		
	Actual In-Kind:	\$ 446,129.34		
	*Surplus/(Deficit):	\$ 62,256.26		
If deficit: will be returned to Federal Government from unrestricted dollars				

**Executive Summary
2021/2022 Fiscal Year
November 2021**

Program	Working Budget	Current Expenditures	Year-To-Date Expenditures	Encumbered	Balance	% of Budget Spent	% of Budget Encumbered	Unspent or Not Obligated
Head Start/Quality Improvement	\$ 3,084,556	\$ 245,590	\$ 1,055,074	\$ 42,603	\$ 1,986,879	34.21%	1.38%	64.41%
Early Head Start/Quality Improvement	\$ 1,184,022	\$ 110,067	\$ 453,093	\$ 17,805	\$ 713,124	38.27%	1.50%	60.23%
Head Start Supp American Rescue Plan	\$ 400,828	\$ 132,175	\$ 272,865	\$ 11,525	\$ 116,438	68.08%	2.88%	29.05%
Head Start Non-Competing New	\$ 100,825	\$ -	\$ -	\$ -	\$ 100,825	0.00%	0.00%	100.00%
Head Start T&TA	\$ 34,554	\$ 3,376	\$ 13,520	\$ 9,940	\$ 11,094	39.13%	28.77%	32.11%
Early Head Start T&TA	\$ 25,983	\$ 2,008	\$ 13,805	\$ 6,292	\$ 5,886	53.13%	24.22%	22.65%
Total Grant	\$ 4,830,768	\$ 493,216	\$ 1,808,357	\$ 88,164	\$ 2,934,247	37.43%	1.83%	60.74%

Credit Cards	Monthly Expense
Visa	\$ 6,851.40
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ -
Interstate Oil	\$ 356.64
Total Credit Card Expense	\$ 7,208.04

Administrative Percent Calculation	
Maximum allowed Administrative Percent:	15%
Calculated Percentage for the Month:	12%
Annual Percentage	13%

Calculation of In-Kind Contributions		
	Dollars Expended	In-Kind Required
	Year-To-Date	
Head Start & Quality Improvement:	\$ 1,055,074.36	\$ 263,768.59
Head Start T & TA:	\$ 13,520.07	\$ 3,380.02
Early Head Start & Quality Improvement:	\$ 453,093.38	\$ 113,273.35
Early Head Start T & TA:	\$ 13,804.52	\$ 3,451.13
Total	\$ 1,535,492.33	\$ 383,873.08
	Amount Required:	\$ 383,873.08
	Actual In-Kind:	\$ 446,129.34
	*Surplus/(Deficit):	\$ 62,256.26
If deficit: will be returned to Federal Government from unrestricted dollars		

**Executive Summary
2021/2022 Fiscal Year
November 2021**

Early Head Start & Quality Improvement

Resource 5212 EHS & RS 5229 Quality Budgets

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	1,184,022	0	1,184,022	110,617	378,829	0	805,193	68.00%
Prior Year	0	0	0	0	0	0	0	#DIV/0!
COLA	0	0	0	0	0	0	0	
Total Revenues	1,184,022	0	1,184,022	110,617	378,829	0	805,193	68.00%
Expenditures								
Salaries	609,120	0	609,120	49,555	258,188	0	350,932	57.61%
Benefits	238,638	0	238,638	17,265	95,072	0	143,566	60.16%
Supplies	41,719	0	41,719	5,979	10,676	6,124	24,919	59.73%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,921	0	1,921	0	0	0	1,921	100.00%
<i>Site Supplies</i>	39,798	0	39,798	5,979	10,676	6,124	22,998	57.79%
Travel & Conference	3,447	0	3,447	236	1,364	468	1,614	46.83%
Dues & Memberships	1,214	0	1,214	0	460	0	754	62.11%
Insurance	3,051	0	3,051	0	0	0	3,051	100.00%
Operations and Housekeeping	50	0	50	0	0	0	50	100.00%
Rentals, Leases, Repairs & Noncapitalized Improvements	2,362	0	2,362	0	192	545	1,625	68.82%
Direct Costs for Transfer of Services	76,007	0	76,007	4,804	24,402	0	51,605	67.90%
Professional/Contracted Services & Operating Expenditures	73,514	0	73,514	3,701	8,208	10,668	54,638	74.32%
Intergovernmental Fees	1,035	0	1,035	0	320	0	715	69.12%
Indirect Costs	113,865	0	113,865	8,526	34,211	0	79,654	69.95%
Improvements	20,000	0	20,000	20,000	20,000	0	0	0.00%
Total Expenditures	1,184,022	0	1,184,022	110,067	453,093	17,805	713,124	60.23%

Executive Summary
2021/2022 Fiscal Year
November 2021
PROGRAMA EARLY HEAD START
PRESUPUESTO DEL AÑO FISCAL 2020/2021

Recurso 5212 & 5229		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
CATEGORÍA	Lo que va del año					Sobrecargado			
Ingresos:									
	Todos los otros Federales	1,184,022	0	1,184,022	98,180	268,212	0	915,810	77.35%
		0		0				0	#DIV/0!
		0		0		0		0	
	Total de Ingresos	1,184,022	0	1,184,022	98,180	268,212	0	915,810	77.35%
Gastos:									
	Salarios	609,120	0	609,120	22,115	208,634	392,268	8,219	1.35%
	Beneficios	238,638	0	238,638	15,762	77,807	151,518	9,313	3.90%
	Provisiones	41,719	0	41,719	3,050	4,697	12,878	24,144	57.87%
	<i>Articulos para las actividades de los padres y comida para las juntas</i>	1,921	0	1,921	0	0	0	1,921	100.00%
	<i>Articulos de oficina para el centro</i>	39,798	0	39,798	3,050	4,697	12,878	26,065	65.49%
	Viaje y Conferencia	3,447	0	3,447	764	1,128	98	2,222	64.45%
	Cuotas y Membresías	1,214	0	1,214	85	460	0	754	62.11%
	Seguro	3,051	0	3,051	0	0	0	3,051	100.00%
	Operations and Housekeeping	50		50	0	0	0	50	100.00%
	Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	2,362	0	2,362	43	192	545	1,625	68.82%
	Costos Directos para Transferencias de Servicios	76,007	0	76,007	5,983	19,597	0	56,410	74.22%
	Servicios Profesionales/Contratados y Gastos de	93,514	0	93,514	2,738	4,507	11,830	77,177	82.53%
	Cuotas Intergubernamentales	1,035	0	1,035	80	320	0	715	69.12%
	Gastos Indirectos	113,865	0	113,865	9,384	25,685	0	88,180	77.44%
	Equipment		0	0	0	0	0	0	#DIV/0!
			0	0					
	Total de Gastos	1,184,022	0	1,184,022	60,003	343,026	569,137	271,859	22.96%

**Executive Summary
2021/2022 Fiscal Year
November 2021
HEAD START T&TA**

Resource 5208

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	34,554	0	34,554	4,331	12,632	0	21,922	63.44%	
COLA	0	0	0	0	0	0	0		
Total Revenues	34,554	0	34,554	4,331	12,632	0	21,922	63.44%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	4,822	0	4,822	0	0	0	4,822	100.00%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,125	0	1,125	0	0	0	1,125	100.00%	
<i>Site Supplies</i>	0	0	0	0	0	0	0	#DIV/0!	
Travel & Conference	21,861	0	21,861	3,376	11,925	6,614	3,322	15.20%	
Contracted Services	7,871	0	7,871	0	1,595	3,326	2,950	37.48%	
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	34,554	0	34,554	3,376	13,520	9,940	11,094	32.11%	

**Executive Summary
2021/2022 Fiscal Year
November 2021
PROGRAMA HEAD START T&TA**

Recurso 5208		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	%
CATEGORÍA	Lo que va del año					Sobrecargado			
Ingresos:									
Todos los otros Federales		34,554	0	34,554	0	8,301	0	26,253	75.98%
COLA		0		0				0	
Total de Ingresos		34,554	0	34,554	0	8,301	0	26,253	75.98%
Gastos:									
Salarios		0	0	0	0	0	0	0	0.00%
Beneficios		0	0	0	0	0	0	0	0.00%
Provisiones		4,822	0	4,822	0	0	0	4,822	100.00%
<i>Artículos para las actividades de los padres y comida para las juntas</i>		1,125	0	1,125	0	0	0	1,125	100.00%
<i>Artículos de oficina para el centro</i>		0	0	0	0	0	0	0	#DIV/0!
Viaje y Conferencia		21,861	0	21,861	1,843	8,549	4,367	8,945	
Servicios Contratados		7,871	0	7,871	435	1,595	1,706	4,570	58.06%
Gastos Indirectos		0	0	0	0	0	0	0	0.00%
Total de Gastos		34,554	0	34,554	2,278	10,144	6,072	18,337	53.07%

**Executive Summary
2021/2022 Fiscal Year
November 2021**

**HEAD START & QUALITY IMPROVEMENT
2021/2022 BUDGET**

Resource 5210 HS & Quality Improvement RS 5219

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	3,084,556	0	3,084,566	236,384	852,891	0	2,231,675	72.35%	
Indirect	0	0	0	0	0	0	0	0.00%	
COLA	0	0	0	0	0	0	0	0.00%	
Total Revenues	3,084,556	0	3,084,556	236,384	852,891	0	2,231,665	72.35%	
Expenditures:									
Salaries	1,531,817	0	1,531,817	131,170	610,243	0	921,574	60.16%	
Benefits	621,103	0	621,103	50,946	235,507	0	385,596	62.08%	
Supplies	110,380	0	110,380	4,622	13,594	18,780	78,006	70.67%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	4,372	0	4,372	0	0	263	4,109	93.98%	
<i>Site Supplies</i>	106,008	0	106,008	4,622	13,594	18,517	73,897	69.71%	
Travel & Conference	35,451	0	35,451	1,394	4,206	803	30,442	85.87%	
Dues & Memberships	4,176	0	4,176	0	1,429	0	2,747	65.79%	
Insurance	13,568	0	13,568	0	0	0	13,568	100.00%	
Operations & Housekeeping	580	0	580	16	19	107	454	78.22%	
Rentals, Leases, Repairs & Noncapitalized Improvements	10,769	0	10,769	0	1,312	3,497	5,959	55.34%	
Direct Costs for Transfer of Services	257,887	0	257,887	16,314	81,858	0	176,029	68.26%	
Professional/Contracted Services & Operating Expenditures	195,745	0	195,745	18,233	23,721	18,977	153,046	78.19%	
Intergovernmental Fees	6,445	0	6,445	251	1,339	438	4,669	72.44%	
Equipment	0	0	0	0	0	0	0	#DIV/0!	
Indirect Costs	296,635	0	296,635	22,644	81,847	0	214,788	72.41%	
Improvements	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	3,084,556	0	3,084,556	245,590	1,055,074	42,603	1,986,879	64.41%	

Executive Summary
2021/2022 Fiscal Year
November 2021
PROGRAMA HEAD START
PRESUPUESTO 2020/2021

Recurso 5210		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Gastado/Recibido Sobrecargado	Balance	%
	CATEGORÍA								%
Ingresos:									
	Todos los otros Federales	3,084,556	0	3,084,556	0	616,507		2,468,049	80.01%
		0	0	0	0	0	0	0	
	COLA	0	0	0	0	0		0	
	Total Revenues/Total de Ingresos	3,084,556	0	3,084,556	0	616,507	0	2,468,049	
Gastos:									
	Salarios	1,531,817	0	1,531,817	58,705	479,073	1,043,162	9,582	0.63%
	Beneficios	621,103	0	621,103	44,070	184,560	418,721	17,822	2.87%
	Provisiones	107,000	0	107,000	2,871	8,972	19,501	78,527	73.39%
	<i>Articulos para las actividades de los padres y comida para las juntas</i>	4,372	0	4,372	0	0	0	4,372	0.00%
	<i>Articulos de oficina para el centro</i>	102,628	0	102,628	2,871	8,972	19,501	74,155	72.26%
	Viaje y Conferencia	35,389	0	35,389	2,210	2,812	293	32,284	91.23%
	Cuotas y Membresías	4,176	0	4,176	304	1,429	0	2,747	65.79%
	Seguro	13,568	0	13,568	0	0	0	13,568	100.00%
		580	0	580	1	3	124	454	78.22%
	Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	10,769	0	10,769	185	1,312	3,497	5,959	55.34%
	Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Operación	257,358	0	257,358	17,775	65,544	0	191,814	74.53%
	Operación	199,716	0	199,716	2,751	5,488	26,964	167,264	83.75%
	Cuotas Intergubernamentales	6,445	0	6,445	251	1,087	511	4,847	75.20%
	Mejoras a los Terrenos	0	0	0	0	0	0	0	#DIV/0!
	Gastos Indirectos	296,635	0	296,635	24,086	59,203	0	237,432	80.04%
	transferencia al fondo del café	0	0	0	0	0	0	0	#DIV/0!
			0	0					
	Total de Gastos	3,084,556	0	3,084,556	153,208	809,484	1,512,773	762,299	24.71%

**Executive Summary
2021/2022 Fiscal Year
November 2021
EARLY HEAD START T&TA**

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Expended/Received			Balance	% %
				Current	Year-to-date	Encumbered		
Revenues								
All Other Federal	25,983	0	25,983	2,592	13,181	0	12,802	49.27%
Total Revenues	25,983	0	25,983	2,592	13,181	0	12,802	49.27%
Expenditures								
Salaries	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0.00%
Supplies	870	0	870	0	0	0	870	100.00%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!
<i>Site Supplies</i>	870	0	870	0	0	0	870	100.00%
Travel & Conference	21,519	0	21,519	2,008	12,650	4,368	4,501	20.92%
Contracted Services	3,594	0	3,594	0	1,155	1,924	515	14.32%
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!
Total Expenditures	25,983	0	25,983	2,008	13,805	6,292	5,886	22.65%

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**Executive Summary
2021/2022 Fiscal Year
November 2021
PROGRAMA EARLY HEAD START T&TA**

Recurso 5218

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	%
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	25,983	0	25,983	10,589	10,589	0	15,394	59.25%
Total de Ingresos	25,983	0	25,983	10,589	10,589	0	15,394	
Gastos:								
Salarios	0	0	0	0	0	0	0	0.00%
Beneficios	0	0	0	0	0	0	0	0.00%
Provisiones	3,417	0	3,417	0	0	0	3,417	100.00%
<i>Articulos para las actividades de los padres y comida para las juntas</i>	720	0	720	0	0	0	720	100.00%
<i>Articulos de oficina para el centro</i>	2,697	0	2,697	0	0	0	2,697	100.00%
Viaje y Conferencia	17,851	0	17,851	6,000	10,642	2,776	4,433	24.83%
Servicios Contratados	4,715	0	4,715	315	1,155	844	2,716	57.60%
Gastos Indirectos	0	0	0	0	0	0	0	#DIV/0!
Total de Gastos	25,983	0	25,983	6,315	11,797	3,620	10,566	40.66%

**Executive Summary
2021/2022 Fiscal Year
November 2021**

HEAD START SUPP AMERICAN RESCUE PLAN

Resource 5246

					Expended/Received				
Revenues	CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Encumbered	Balance	%
	All Other Federal	400,828	0	400,828	72,234	212,514	0	188,314	46.98%
	Total Revenues	400,828	0	400,828	72,234	212,514	0	188,314	46.98%
Expenditures									
	Salaries	113,296	0	113,296	0	113,118	0	178	0.00%
	Benefits	11,639	0	11,639	0	11,619	0	20	0.00%
	Supplies	0	0	0	0	0	0	0	#DIV/0!
	<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!
	<i>Site Supplies</i>	0	0	0	0	0	0	0	#DIV/0!
	Travel & Conference	0	0	0	0	0	0	0	#DIV/0!
	Rentals, Leases, Repairs & Noncapitalized Improvements	7,200	0	7,200	0	2,462	4,738	0	0.00%
	Contracted Services	22,605	0	22,605	1,313	1,313	6,788	14,505	64.17%
	Building & Improvements	98,944	0	98,944	0	0	0	98,944	100.00%
	Other Transfers and Indirect Total	147,144	0	147,144	130,863	144,353	0	2,791	1.90%
				0					
	Total Expenditures	400,828	0	400,828	132,175	272,865	11,525	116,438	29.05%

**Executive Summary
2021/2022 Fiscal Year
November 2021**

HEAD START NON-COMPETING NEW

Resource 5256

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
Revenues									
All Other Federal	100,825	0	100,825	0	0	0	100,825	100.00%	
Total Revenues	100,825	0	100,825	0	0	0	100,825	100.00%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	42,129	0	42,129	0	0	0	42,129	100.00%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	42,129	0	42,129	0	0	0	42,129	100.00%	
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!	
Rentals, Leases, Repairs & Noncapitalized Improvements									
Contracted Services	49,000	0	49,000	0	0	0	49,000	100.00%	
Other Transfers and Indirect Costs	9,696	0	9,696	0	0	0	9,696	100.00%	
							0		
Total Expenditures	100,825	0	100,825	0	0	0	100,825	100.00%	

**Executive Summary
2021/2022 Fiscal Year
November 2021**

**HEAD START/EARLY HEAD START
CREDIT CARD REPORT**

MANAGER	VISA
Gail Nadal	
Travel/Conference	\$ (102.06)
Center Supplies	\$ -
TOTAL	\$ (102.06)
Shannon McClarin	
Travel/Conference	\$ 2,483.90
Center Supplies	\$ 1,285.76
TOTAL	\$ 3,769.66
Genet Telahun	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Amee Dowkes	
Travel/Conference	\$ -
Center Supplies	\$ 1,759.20
TOTAL	\$ 1,759.20
Gustavo Melgoza	
Travel/Conference	\$ (34.02)
Center Supplies	\$ -
TOTAL	\$ (34.02)
Connie Luna	
Travel/Conference	\$ 1,241.95
Center Supplies	\$ 128.01
TOTAL	\$ 1,369.96
Nicole Castrejon	
Travel/Conference	\$ 88.66
Center Supplies	\$ -
TOTAL	\$ 88.66
VISA Grand Total	\$ 6,851.40
Nugget/Food4Less	\$ -
InterState Oil	\$ 356.64
TOTAL MONTHLY EXPENDITURES:	\$ 7,208.04

**Credit card statements available upon request

**Executive Summary
2021/2022 Fiscal Year
November 2021
Programas Head Start/Early Head Start
REPORTE DE TARJETAS DE CRÉDITO
Año FISCAL 2020/2021**

SUPERVISOR	VISA
Gail Nadal	
Viaje/Conferencia	\$ 3,028.41
Artículos para el centro	\$ 724.71
	<u>\$ 3,753.12</u>
Genet Telahun	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ -
Total	<u>\$ -</u>
Amee Dowkes	
Viaje/Conferencia	\$ 84.37
Artículos para el centro	\$ -
Total	<u>\$ 84.37</u>
Gustavo Melgoza	
Viaje/Conferencia	\$ 486.41
Artículos para oficina	\$ -
Total	<u>\$ 486.41</u>
Connie Luna	
Viaje/conferencia	\$ -
Articulos para oficina	\$ 1,455.51
Total	<u>\$ 1,455.51</u>
Nicole Castrejon	
Viaje/conferencia	\$ 88.66
Articulos para oficina	\$ -
Total	<u>\$ 88.66</u>
VISA Grand Total	\$ 6,693.07
NUGGET/FOOD 4 LESS	\$ -
INTERSTATE OIL	\$ 106.64

Total de Gastos Mensuales: \$ 6,799.71 ***

***"Estados de ceunta de als tarjetas de credito, estan despinsibles, si son solicitadas."

**Executive Summary
2021/2022 Fiscal Year
November 2021**

HEAD START/EARLY HEAD START

Month	Year	Location									Grand	
		Other	Alyce Norman	Itinerant	Esparto	Lemen	Charter	Lincoln/Plainfield	Valley Oak/Winters	MCC	Total	
July	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
August	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
September	2021	\$ 270,269.87	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 270,269.87
October	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
November	2021	\$ 15,984.00	\$ -	\$ 35.47	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,019.47
December	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
January	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
February	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
March	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
April	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
May	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
June	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
		\$ 446,093.87	\$ -	\$ 35.47	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 446,129.34

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of 11/30/2022	In-Kind Required
Head Start & Quality Improvement:	1,055,074.36	263,768.59
Head Start T & TA:	13,520.07	3,380.02
Early Head Start & Quality Improvement:	453,093.38	113,273.35
Early Head Start T & TA:	13,804.52	3,451.13
Total:	1,535,492.33	383,873.08

Amount Required: 383,873.08
Actual In-Kind: 446,129.34

***Surplus/(Deficit): 62,256.26**

Surplus(Deficit): 62,256.26

If deficit: will be returned to Federal Government from unrestricted dollars

Executive Summary
2021/2022 Fiscal Year
November 2021

CARRY OVER HEAD START & QUALITY IMPROVEMENT/PROGRAMA HEAD START			
Resource 5210 & 5219/Recurso 5210 & 5219			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:			\$ 282,025.00
Expenditures/Gastos:			
Salaries/Salarios	\$ 1,156.35	\$	3,469.05
Benefits/Beneficios	\$ 465.53	\$	1,396.91
Supplies/Provisiones	\$ 33,072.44	\$	33,072.44
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ 5,911.48	\$	5,911.48
Contracted Services/Servicios Contratados	\$ -	\$	-
Operations/Gastos de Operacion	\$ -	\$	-
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ 3,864.00	\$	3,864.00
Cafeteria Fund/transferencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 38,558.32	\$	41,802.40

CARRY OVER EARLY HEAD START & QUALITY IMPROVEMENT/PROGRAMA EARLY HEAD START			
Resource 5212 & 5229/Recurso 5212 & 5229			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:			\$ 155,112.00
Expenditures/Gastos:			
Salaries/Salarios	\$ 569.91	\$	1,709.73
Benefits/Beneficios	\$ 229.45	\$	688.50
Supplies/Provisiones	\$ -	\$	-
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	-
Contracted Services/Servicios Contratados	\$ -	\$	-
Operations/Gastos de Operacion	\$ -	\$	-
Building/Land Improvements	\$ (32,109.08)	\$	82,778.72
Indirect Costs/Castos Indirectos	\$ 170.00	\$	170.00
Cafeteria Fund/transferencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ (31,139.72)	\$	85,346.95

CARRY OVER HEAD START T&TA/PROGRAMA HEAD START T & TA			
Resource 5208/Recurso 5208			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:			\$ 2,584.00
Expenditures/Gastos:			
Salaries/Salarios	\$ -	\$	-
Benefits/Beneficios	\$ -	\$	-
Supplies/Provisiones	\$ -	\$	-
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	-
Contracted Services/Servicios Contratados	\$ -	\$	-
Operations/Gastos de Operacion	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ -	\$	-

CARRY OVER EARLY HEAD START T&TA/PROGRAMA EARLY HEAD START T & TA			
Resource 5218/Recurso 5218			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:			\$ 1,101.00
Expenditures/Gastos:			
Salaries/Salarios	\$ -	\$	-
Benefits/Beneficios	\$ -	\$	-
Supplies/Provisiones	\$ -	\$	-
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	-
Contracted Services/Servicios Contratados	\$ -	\$	-
Operations/Gastos de Operacion	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ -	\$	-

**Executive Summary
2021/2022 Fiscal Year
November 2021**

Program	Working Budget	Current Expenditures	Year-To-Date Expenditures	Encumbered	Balance	% of Budget Spent	% of Budget Encumbered	Unspent or Not Obligated
<u>CARRY OVER FUNDS:</u>								
Head Start/Quality Improvement	\$ 282,025	\$ 38,558	\$ 41,802	\$ 13,923	\$ 226,300	14.82%	4.94%	80.24%
Early Head Start/Quality Improvement	\$ 155,112	\$ (31,140)	\$ 85,347	\$ 24,827	\$ 44,938	55.02%	16.01%	28.97%
Head Start COVID-19	\$ 13,829	\$ 3,451	\$ 10,353	\$ -	\$ 3,476	74.86%	0.00%	25.14%
Early Head Start COVID-19	\$ 6,745	\$ 1,683	\$ 5,050	\$ -	\$ 1,695	74.88%	0.00%	25.12%
Head Start T&TA	\$ 2,584	\$ -	\$ -	\$ -	\$ 2,584	0.00%	0.00%	100.00%
Early Head Start T&TA	\$ 1,101	\$ -	\$ -	\$ -	\$ 1,101	0.00%	0.00%	100.00%
Total Grant	\$ 461,396	\$ 12,553	\$ 142,552	\$ 38,750	\$ 280,094	30.90%	8.40%	60.71%

**Executive Summary
2021/2022 Fiscal Year
November 2021**

Early Head Start & Quality Improvement

CARRY OVER FUNDS:

Resource 5212 EHS & RS 5229 Quality Budgets

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	94,762	0	94,762	83,070	83,070	0	11,692	12.34%
Interfund Transfer	60,350	0	60,350	60,350	60,350	0	(0)	0.00%
COLA	0	0	0	0	0	0	0	
Total Revenues	155,112	0	155,112	143,420	143,420	0	11,692	7.54%
Expenditures								
Salaries	2,241	0	2,241	570	1,710	0	531	23.71%
Benefits	654	0	654	229	689	0	(35)	-5.28%
Supplies	17,864	0	17,864	0	0	16,459	1,405	7.87%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!
<i>Site Supplies</i>	17,864	0	17,864	0	0	16,459	1,405	7.87%
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!
Dues & Memberships	0	0	0	0	0	0	0	#DIV/0!
Insurance	0	0	0	0	0	0	0	#DIV/0!
Operations and Housekeeping	0	0	0	0	0	0	0	#DIV/0!
Rentals, Leases, Repairs & Noncapitalized								
Improvements	0	0	0	0	0	0	0	#DIV/0!
Direct Costs for Transfer of Services	0	0	0	0	0	0	0	#DIV/0!
Professional/Contracted Services & Operating								
Expenditures	2,208	0	2,208	0	0	1,445	763	34.56%
Intergovernmental Fees	0	0	0	0	0	0	0	#DIV/0!
Indirect Costs	2,443	0	2,443	170	170	0	2,273	93.04%
Improvements	129,702	0	129,702	(32,109)	82,779	6,923	40,000	30.84%
Total Expenditures	155,112	0	155,112	(31,140)	85,347	24,827	44,938	28.97%

Executive Summary
2021/2022 Fiscal Year
November 2021
PROGRAMA EARLY HEAD START
PRESUPUESTO DEL AÑO FISCAL 2020/2021

CARRY OVER FUNDS:

Recurso 5212 & 5229

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	94,762	0	94,762	83,070	83,070	0	11,692	12.34%
	60,350		60,350				60,350	100.00%
	0		0		0		0	
Total de Ingresos	155,112	0	155,112	143,420	143,420	0	11,692	7.54%
Gastos:								
Salarios	2,241	0	2,241	570	1,710	0	531	23.71%
Beneficios	654	0	654	229	689	0	(35)	-5.28%
Provisiones	17,864	0	17,864	0	0	16,459	1,405	7.87%
<i>Articulos para las actividades de los padres y comida para las juntas</i>	0	0	0	0	0	0	0	#DIV/0!
<i>Artículos de oficina para el centro</i>	17,864	0	17,864	0	0	16,459	1,405	7.87%
Viaje y Conferencia	0	0	0	0	0	0	0	#DIV/0!
Cuotas y Membresías	0	0	0	0	0	0	0	#DIV/0!
Seguro	0	0	0	0	0	0	0	#DIV/0!
Operations and Housekeeping	0		0	0	0	0	0	#DIV/0!
Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	0	0	0	0	0	0	0	#DIV/0!
Costos Directos para Transferencias de Servicios	0	0	0	0	0	0	0	#DIV/0!
Servicios Profesionales/Contratados y Gastos de	2,208	0	2,208	0	0	1,445	763	34.56%
Cuotas Intergubernamentales	0	0	0	0	0	0	0	#DIV/0!
Gastos Indirectos	2,443	0	2,443	170	170	0	2,273	93.04%
Equipment		129,702	129,702	(32,109)	82,779	6,923	40,000	30.84%
		0	0					
Total de Gastos	25,410	129,702	155,112	(31,140)	85,347	24,827	44,938	28.97%

**Executive Summary
2021/2022 Fiscal Year
November 2021
HEAD START T&TA**

**CARRY OVER FUNDS:
Resource 5208**

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	2,584	0	2,584	0	0	0	0	2,584	100.00%
COLA	0	0	0	0	0	0	0	0	
Total Revenues	2,584	0	2,584	0	0	0	0	2,584	100.00%
Expenditures									
Salaries	0	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0	0.00%
Supplies	0	0	0	0	0	0	0	0	#DIV/0!
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	0	#DIV/0!
<i>Site Supplies</i>	0	0	0	0	0	0	0	0	#DIV/0!
Travel & Conference	2,584	0	2,584	0	0	0	0	2,584	100.00%
Contracted Services	0	0	0	0	0	0	0	0	#DIV/0!
Indirect Costs	0	0	0	0	0	0	0	0	#DIV/0!
Total Expenditures	2,584	0	2,584	0	0	0	0	2,584	100.00%

Executive Summary
2021/2022 Fiscal Year
November 2021
PROGRAMA HEAD START T&TA

CARRY OVER FUNDS:

Recurso 5208

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	2,584	0	2,584	0	0	0	2,584	100.00%
COLA	0		0				0	
Total de Ingresos	2,584	0	2,584	0	0	0	2,584	100.00%
Gastos:								
Salarios	0	0	0	0	0	0	0	0.00%
Beneficios	0	0	0	0	0	0	0	0.00%
Provisiones	0	0	0	0	0	0	0	#DIV/0!
<i>Articulos para las actividades de los padres y comida para las juntas</i>	0	0	0	0	0	0	0	#DIV/0!
<i>Articulos de oficina para el centro</i>	0	0	0	0	0	0	0	#DIV/0!
Viaje y Conferencia	2,584	0	2,584	0	0	0	2,584	
Servicios Contratados	0	0	0	0	0	0	0	#DIV/0!
Gastos Indirectos	0	0	0	0	0	0	0	0.00%
Total de Gastos	2,584	0	2,584	0	0	0	2,584	100.00%

Executive Summary
2021/2022 Fiscal Year
November 2021
HEAD START & QUALITY IMPROVEMENT
2021/2022 BUDGET

CARRY OVER FUNDS:

Resource 5210 HS & Quality Improvement RS 5219

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	282,025	0	282,025	40,180	40,180	0	241,845	85.75%	
Indirect		0	0	0	0	0	0	0.00%	
COLA	0	0	0	0	0	0	0	0.00%	
Total Revenues	282,025	0	282,025	40,180	0	0	282,025	100.00%	
Expenditures:									
Salaries	4,545	0	4,545	1,156	3,469	0	1,076	23.67%	
Benefits	1,330	0	1,330	466	1,397	0	(67)	-5.03%	
Supplies	91,058	0	91,058	33,072	33,072	9,588	48,398	53.15%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	19,420	0	19,420	5,911	5,911	9,588	3,920	20.19%	
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!	
Dues & Memberships	0	0	0	0	0	0	0	#DIV/0!	
Insurance	0	0	0	0	0	0	0	#DIV/0!	
Operations & Housekeeping	0	0	0	0	0	0	0	#DIV/0!	
Rentals, Leases, Repairs & Noncapitalized									
Improvements	0	0	0	0	0	0	0	#DIV/0!	
Direct Costs for Transfer of Services	0	0	0	0	0	0	0	#DIV/0!	
Professional/Contracted Services & Operating									
Expenditures	41,435	0	41,435	0	0	4,335	37,100	89.54%	
Intergovernmental Fees	0	0	0	0	0	0	0	#DIV/0!	
Equipment	133,975	0	133,975	0	0	0	133,975	100.00%	
Indirect Costs	9,682	0	9,682	3,864	3,864	0	5,818	60.09%	
Improvements	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	282,025	0	282,025	38,558	41,802	13,923	226,300	80.24%	

**Executive Summary
2021/2022 Fiscal Year
November 2021
PROGRAMA HEAD START
PRESUPUESTO 2020/2021**

CARRY OVER FUNDS:

Recurso 5210

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	%
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	282,025	0	282,025	0	40,180		241,845	85.75%
COLA	0	0	0	0	0	0	0	
Total Revenues/Total de Ingresos	282,025	0	282,025	0	0	0	282,025	
Gastos:								
Salarios	4,545	0	4,545	1,156	3,469	0	1,076	23.67%
Beneficios	1,330	0	1,330	466	1,397	0	(67)	-5.03%
Provisiones	91,058	0	91,058	33,072	33,072	9,588	48,398	53.15%
<i>Artículos para las actividades de los padres y comida para las juntas</i>	0	0	0	0	0	0	0	0.00%
<i>Artículos de oficina para el centro</i>	19,420	0	19,420	5,911	5,911	9,588	3,920	20.19%
Viaje y Conferencia	0	0	0	0	0	0	0	#DIV/0!
Cuotas y Membresías	0	0	0	0	0	0	0	#DIV/0!
Seguro	0	0	0	0	0	0	0	#DIV/0!
Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	0	0	0	0	0	0	0	#DIV/0!
Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Operación	41,435	0	41,435	0	0	4,335	37,100	89.54%
Cuotas Intergubernamentales	0	0	0	0	0	0	0	#DIV/0!
Mejoras a los Terrenos	133,975	0	133,975	0	0	0	133,975	100.00%
Gastos Indirectos	9,682	0	9,682	3,864	3,864	0	5,818	60.09%
transferencia al fondo del café	0	0	0	0	0	0	0	#DIV/0!
Total de Gastos	282,025	0	282,025	38,558	41,802	13,923	226,300	80.24%

**Executive Summary
2021/2022 Fiscal Year
November 2021
EARLY HEAD START T&TA**

CARRY OVER FUNDS:

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	1,101	0	1,101	0	0	0	1,101	100.00%
Total Revenues	1,101	0	1,101	0	0	0	1,101	100.00%
Expenditures								
Salaries	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0.00%
Supplies	0	0	0	0	0	0	0	#DIV/0!
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!
<i>Site Supplies</i>	0	0	0	0	0	0	0	#DIV/0!
Travel & Conference	1,101	0	1,101	0	0	0	1,101	100.00%
Contracted Services	0	0	0	0	0	0	0	#DIV/0!
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!
Total Expenditures	1,101	0	1,101	0	0	0	1,101	100.00%

Executive Summary
2021/2022 Fiscal Year
November 2021
PROGRAMA EARLY HEAD START T&TA

CARRY OVER FUNDS:

Recurso 5218

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	1,101	0	1,101	0	0	0	1,101	100.00%
Total de Ingresos	1,101	0	1,101	0	0	0	1,101	
Gastos:								
Salarios	0	0	0	0	0	0	0	0.00%
Beneficios	0	0	0	0	0	0	0	0.00%
Provisiones	0	0	0	0	0	0	0	#DIV/0!
<i>Articulos para las actividades de los padres y comida para las juntas</i>	0	0	0	0	0	0	0	#DIV/0!
<i>Artículos de oficina para el centro</i>	0	0	0	0	0	0	0	#DIV/0!
Viaje y Conferencia	1,101	0	1,101	0	0	0	1,101	100.00%
Servicios Contratados	0	0	0	0	0	0	0	#DIV/0!
Gastos Indirectos	0	0	0	0	0	0	0	#DIV/0!
Total de Gastos	1,101	0	1,101	0	0	0	1,101	100.00%

**Executive Summary
2021/2022 Fiscal Year
November 2021
HEAD START COVID**

CARRY OVER FUNDS:

Resource 5220

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	13,829	0	13,829	6,901	6,901	0	6,928	50.10%	
Total Revenues	13,829	0	13,829	6,901	6,901	0	6,928	50.10%	
Expenditures									
Salaries	9,668	0	9,668	2,460	7,380	0	2,288	0.00%	
Benefits	2,833	0	2,833	990	2,972	0	(139)	0.00%	
Supplies	0	0	0	0	0	0	0	#DIV/0!	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	0	0	0	0	0	0	0	#DIV/0!	
Rentals , Repairs, Leases	0	0	0	0	0	0	0	#DIV/0!	
Contracted Services	0	0	0	0	0	0	0	#DIV/0!	
Indirect Costs	1,328	0	1,328	0	0	0	1,328	100.00%	
Improvements	0	0	0	0	0	0	0	#DIV/0!	
Equipment	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	13,829	0	13,829	3,451	10,353	0	3,476	25.14%	

**Executive Summary
2021/2022 Fiscal Year
November 2021
EARLY HEAD START COVID**

CARRY OVER FUNDS:

Resource 5230

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	6,745	0	6,745	3,367	3,367	0	3,378	50.08%	
	0	0	0						
Total Revenues	6,745	0	6,745	3,367	3,367	0	3,378	50.08%	
Expenditures									
Salaries	4,717	0	4,717	1,200	3,601	0	1,116	0.00%	
Benefits	1,379	0	1,379	483	1,450	0	(71)	0.00%	
Supplies	0	0	0	0	0	0	0	#DIV/0!	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	0	0	0	0	0	0	0	#DIV/0!	
Rentals, Repairs, Leases	0	0	0	0	0	0	0	#DIV/0!	
Contracted Services	0	0	0	0	0	0	0	#DIV/0!	
Indirect Costs	649	0	649	0	0	0	649	100.00%	
Improvements	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	6,745	0	6,745	1,683	5,050	0	1,695	25.12%	

HEAD START/EARLY HEAD START
 CREDIT CARD REPORT

MANAGER	VISA
Gail Nadal	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Shannon McClarin	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Genet Telahun	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Amee Dowkes	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Gustavo Melgoza	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Connie Luna	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Nicole Castrejon	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
VISA Grand Total	\$ -
Nugget/Food4Less	\$ -
InterState Oil	\$ -
TOTAL MONTHLY EXPENDITURES:	\$ -

**Credit card statements available upon request

Executive Summary
2021/2022 Fiscal Year
December 2021

HEAD START & QUALITY IMPROVEMENT/PROGRAMA HEAD START			
Resource 5210 & 5219/Recurso 5210 & 5219			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	3,084,556.00
Expenditures/Gastos:			
Salaries/Salarios	\$ 131,564.57	\$	741,807.84
Benefits/Beneficios	\$ 51,412.14	\$	286,918.72
Supplies/Provisiones	\$ 3,438.39	\$	17,032.75
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ 3,006.93	\$	14,070.74
Contracted Services/Servicios Contratados	\$ 11,783.52	\$	35,504.72
Operations/Gastos de Operacion	\$ 19,678.30	\$	109,840.25
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ 41,132.00	\$	122,979.00
Cafeteria Fund/transferencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 259,008.92	\$	1,314,083.28

EARLY HEAD START & QUALITY IMPROVEMENT/PROGRAMA EARLY HEAD START			
Resource 5212 & 5229/Recurso 5212 & 5229			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	1,184,022.00
Expenditures/Gastos:			
Salaries/Salarios	\$ 44,843.71	\$	303,032.07
Benefits/Beneficios	\$ 16,294.59	\$	111,366.86
Supplies/Provisiones	\$ 215.73	\$	10,891.89
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ 215.73	\$	10,891.89
Contracted Services/Servicios Contratados	\$ 232.50	\$	8,440.51
Operations/Gastos de Operacion	\$ 6,002.04	\$	32,739.62
Building/Land Improvements	\$ -	\$	20,000.00
Indirect Costs/Castos Indirectos	\$ 14,817.00	\$	49,028.00
Cafeteria Fund/transferencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 82,405.57	\$	535,498.95

HEAD START T&TA/PROGRAMA HEAD START T & TA			
Resource 5208/Recurso 5208			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	34,554.00
Expenditures/Gastos:			
Salaries/Salarios	\$ -	\$	-
Benefits/Beneficios	\$ -	\$	-
Supplies/Provisiones	\$ -	\$	-
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	-
Contracted Services/Servicios Contratados	\$ 2,996.70	\$	4,591.70
Operations/Gastos de Operacion	\$ 2,183.62	\$	14,108.69
Indirect Costs/Castos Indirectos	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 5,180.32	\$	18,700.39

EARLY HEAD START T&TA/PROGRAMA EARLY HEAD START T & TA			
Resource 5218/Recurso 5218			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	25,983.00
Expenditures/Gastos:			
Salaries/Salarios	\$ -	\$	-
Benefits/Beneficios	\$ -	\$	-
Supplies/Provisiones	\$ -	\$	-
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	-
Contracted Services/Servicios Contratados	\$ 1,705.80	\$	2,860.80
Operations/Gastos de Operacion	\$ 1,406.15	\$	14,055.67
Indirect Costs/Castos Indirectos	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 3,111.95	\$	16,916.47

Credit Cards	Monthly Expense
Visa	\$ 4,647.78
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ 11.55
Interstate Oil	\$ 131.19
Total Credit Cards	\$ 4,790.52

Calculation of In-Kind Contributions				Administrative Percent Calculation	
	Dollars Expended		In-Kind Required		
	Year-To-Date				
Head Start	\$ 1,314,083.28	\$	328,520.82	Maximum Percent Allowed	15%
HS T & TA	\$ 18,700.39	\$	4,675.10	Calculated Percent for the Month	12%
Early HS	\$ 535,498.95	\$	133,874.74	Annual Percentage	13%
EHS T & TA	\$ 16,916.47	\$	4,229.12		
Total	\$ 1,885,199.09	\$	471,299.77		
	Amount Required:	\$	471,299.77		
	Actual In-Kind:	\$	625,927.29		
	*Surplus/(Deficit):	\$	154,627.52		
If deficit: will be returned to Federal Government from unrestricted dollars					

**Executive Summary
2021/2022 Fiscal Year
December 2021**

Program	Working Budget	Current Expenditures	Year-To-Date Expenditures	Encumbered	Balance	% of Budget Spent	% of Budget Encumbered	Unspent or Not Obligated
Head Start/Quality Improvement	\$ 3,084,556	\$ 259,009	\$ 1,314,083	\$ 30,589	\$ 1,739,884	42.60%	0.99%	56.41%
Early Head Start/Quality Improvement	\$ 1,184,022	\$ 82,406	\$ 535,499	\$ 18,157	\$ 630,366	45.23%	1.53%	53.24%
Head Start Supp American Rescue Plan	\$ 400,828	\$ 996	\$ 273,860	\$ 10,626	\$ 116,342	68.32%	2.65%	29.03%
Head Start Non-Competing New	\$ 100,825	\$ -	\$ -	\$ -	\$ 100,825	0.00%	0.00%	100.00%
Head Start T&TA	\$ 34,554	\$ 5,180	\$ 18,700	\$ 5,259	\$ 10,594	54.12%	15.22%	30.66%
Early Head Start T&TA	\$ 25,983	\$ 3,112	\$ 16,916	\$ 3,680	\$ 5,386	65.11%	14.16%	20.73%
Total Grant	\$ 4,830,768	\$ 350,702	\$ 2,159,059	\$ 68,311	\$ 2,603,398	44.69%	1.41%	53.89%

Credit Cards	Monthly Expense
Visa	\$ 4,647.78
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ 11.55
Interstate Oil	\$ 131.19
Total Credit Card Expense	\$ 4,790.52

Administrative Percent Calculation	
Maximum allowed Administrative Percent:	15%
Calculated Percentage for the Month:	12%
Annual Percentage	13%

Calculation of In-Kind Contributions		
	Dollars Expended	In-Kind Required
	Year-To-Date	
Head Start & Quality Improvement:	\$ 1,314,083.28	\$ 328,520.82
Head Start T & TA:	\$ 18,700.39	\$ 4,675.10
Early Head Start & Quality Improvement:	\$ 535,498.95	\$ 133,874.74
Early Head Start T & TA:	\$ 16,916.47	\$ 4,229.12
Total	\$ 1,885,199.09	\$ 471,299.77
	Amount Required:	\$ 471,299.77
	Actual In-Kind:	\$ 625,927.29
	*Surplus/(Deficit):	\$ 154,627.52
If deficit: will be returned to Federal Government from unrestricted dollars		

**Executive Summary
2021/2022 Fiscal Year
December 2021**

Early Head Start & Quality Improvement

Resource 5212 EHS & RS 5229 Quality Budgets

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	1,184,022	0	1,184,022	151,221	530,050	0	653,972	55.23%
Prior Year	0	0	0	0	0	0	0	#DIV/0!
COLA	0	0	0	0	0	0	0	
Total Revenues	1,184,022	0	1,184,022	151,221	530,050	0	653,972	55.23%
Expenditures								
Salaries	611,644	0	611,644	44,844	303,032	0	308,612	50.46%
Benefits	239,663	0	239,663	16,295	111,367	0	128,296	53.53%
Supplies	41,719	0	41,719	216	10,892	6,151	24,676	59.15%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,921	0	1,921	0	0	0	1,921	100.00%
<i>Site Supplies</i>	39,798	0	39,798	216	10,892	6,151	22,755	57.18%
Travel & Conference	3,447	0	3,447	1,172	2,536	468	443	12.84%
Dues & Memberships	1,214	0	1,214	0	460	0	754	62.11%
Insurance	3,051	0	3,051	0	0	0	3,051	100.00%
Operations and Housekeeping	50	0	50	0	0	0	50	100.00%
Rentals, Leases, Repairs & Noncapitalized Improvements	2,362	0	2,362	13	205	532	1,625	68.82%
Direct Costs for Transfer of Services	76,007	0	76,007	4,730	29,132	0	46,875	61.67%
Professional/Contracted Services & Operating Expenditures	69,965	0	69,965	233	8,441	11,005	50,519	72.21%
Intergovernmental Fees	1,035	0	1,035	87	406	0	629	60.73%
Indirect Costs	113,865	0	113,865	14,817	49,028	0	64,837	56.94%
Improvements	20,000	0	20,000	0	20,000	0	0	0.00%
Total Expenditures	1,184,022	0	1,184,022	82,406	535,499	18,157	630,366	53.24%

Executive Summary
2021/2022 Fiscal Year
December 2021
PROGRAMA EARLY HEAD START
PRESUPUESTO DEL AÑO FISCAL 2020/2021

Recurso 5212 & 5229

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	1,184,022	0	1,184,022	98,180	268,212	0	915,810	77.35%
	0		0				0	#DIV/0!
	0		0		0		0	
Total de Ingresos	1,184,022	0	1,184,022	98,180	268,212	0	915,810	77.35%
Gastos:								
Salarios	609,120	0	609,120	22,115	208,634	392,268	8,219	1.35%
Beneficios	238,638	0	238,638	15,762	77,807	151,518	9,313	3.90%
Provisiones	41,719	0	41,719	3,050	4,697	12,878	24,144	57.87%
<i>Articulos para las actividades de los padres y comida para las juntas</i>	1,921	0	1,921	0	0	0	1,921	100.00%
<i>Articulos de oficina para el centro</i>	39,798	0	39,798	3,050	4,697	12,878	26,065	65.49%
Viaje y Conferencia	3,447	0	3,447	764	1,128	98	2,222	64.45%
Cuotas y Membresías	1,214	0	1,214	85	460	0	754	62.11%
Seguro	3,051	0	3,051	0	0	0	3,051	100.00%
Operations and Housekeeping	50		50	0	0	0	50	100.00%
Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	2,362	0	2,362	43	192	545	1,625	68.82%
Costos Directos para Transferencias de Servicios	76,007	0	76,007	5,983	19,597	0	56,410	74.22%
Servicios Profesionales/Contratados y Gastos de	93,514	0	93,514	2,738	4,507	11,830	77,177	82.53%
Cuotas Intergubernamentales	1,035	0	1,035	80	320	0	715	69.12%
Gastos Indirectos	113,865	0	113,865	9,384	25,685	0	88,180	77.44%
Equipment		0	0	0	0	0	0	#DIV/0!
		0	0					
Total de Gastos	1,184,022	0	1,184,022	60,003	343,026	569,137	271,859	22.96%

**Executive Summary
2021/2022 Fiscal Year
December 2021
HEAD START T&TA**

Resource 5208

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	34,554	0	34,554	3,615	16,247	0	18,307	52.98%	
COLA	0	0	0	0	0	0	0		
Total Revenues	34,554	0	34,554	3,615	16,247	0	18,307	52.98%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	1,276	0	1,276	0	0	0	1,276	100.00%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,125	0	1,125	0	0	0	1,125	100.00%	
<i>Site Supplies</i>	0	0	0	0	0	0	0	#DIV/0!	
Travel & Conference	24,892	0	24,892	2,184	14,109	4,430	6,353	25.52%	
Contracted Services	8,386	0	8,386	2,997	4,592	829	2,965	35.36%	
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	34,554	0	34,554	5,180	18,700	5,259	10,594	30.66%	

Executive Summary
2021/2022 Fiscal Year
December 2021
PROGRAMA HEAD START T&TA

Recurso 5208

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	34,554	0	34,554	0	8,301	0	26,253	75.98%
COLA	0		0				0	
Total de Ingresos	34,554	0	34,554	0	8,301	0	26,253	75.98%
Gastos:								
Salarios	0	0	0	0	0	0	0	0.00%
Beneficios	0	0	0	0	0	0	0	0.00%
Provisiones	4,822	0	4,822	0	0	0	4,822	100.00%
<i>Artículos para las actividades de los padres y comida para las juntas</i>	1,125	0	1,125	0	0	0	1,125	100.00%
<i>Artículos de oficina para el centro</i>	0	0	0	0	0	0	0	#DIV/0!
Viaje y Conferencia	21,861	0	21,861	1,843	8,549	4,367	8,945	
Servicios Contratados	7,871	0	7,871	435	1,595	1,706	4,570	58.06%
Gastos Indirectos	0	0	0	0	0	0	0	0.00%
Total de Gastos	34,554	0	34,554	2,278	10,144	6,072	18,337	53.07%

**Executive Summary
2021/2022 Fiscal Year
December 2021**

**HEAD START & QUALITY IMPROVEMENT
2021/2022 BUDGET**

Resource 5210 HS & Quality Improvement RS 5219

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	3,084,556	0	3,084,566	426,295	1,279,186	0	1,805,380	58.53%	
Indirect	0	0	0	0	0	0	0	0.00%	
COLA	0	0	0	0	0	0	0	0.00%	
Total Revenues	3,084,556	0	3,084,556	426,295	1,279,186	0	1,805,370	58.53%	
Expenditures:									
Salaries	1,534,496	0	1,534,496	131,565	741,808	0	792,688	51.66%	
Benefits	619,435	0	619,435	51,412	286,919	0	332,516	53.68%	
Supplies	110,380	0	110,380	3,438	17,033	16,241	77,106	69.86%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	4,372	0	4,372	0	0	263	4,109	93.98%	
<i>Site Supplies</i>	53,435	0	53,435	3,007	14,071	13,345	26,019	48.69%	
Travel & Conference	35,451	0	35,451	2,929	7,135	819	27,497	77.56%	
Dues & Memberships	4,176	0	4,176	0	1,429	0	2,747	65.79%	
Insurance	13,568	0	13,568	0	0	0	13,568	100.00%	
Operations & Housekeeping	580	0	580	0	19	107	454	78.22%	
Rentals, Leases, Repairs & Noncapitalized									
Improvements	10,769	0	10,769	52	1,364	3,446	5,959	55.34%	
Direct Costs for Transfer of Services	257,887	0	257,887	16,446	98,304	0	159,583	61.88%	
Professional/Contracted Services & Operating									
Expenditures	194,734	0	194,734	11,784	35,505	8,543	150,687	77.38%	
Intergovernmental Fees	6,445	0	6,445	251	1,590	1,434	3,422	53.09%	
Equipment	0	0	0	0	0	0	0	#DIV/0!	
Indirect Costs	296,635	0	296,635	41,132	122,979	0	173,656	58.54%	
Improvements	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	3,084,556	0	3,084,556	259,009	1,314,083	30,589	1,739,884	56.41%	

Executive Summary
2021/2022 Fiscal Year
December 2021
PROGRAMA HEAD START
PRESUPUESTO 2020/2021

Recurso 5210		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Gastado/Recibido Sobrecargado	Balance	%
	CATEGORÍA								%
Ingresos:									
	Todos los otros Federales	3,084,556	0	3,084,556	0	616,507		2,468,049	80.01%
		0	0	0	0	0	0	0	
	COLA	0	0	0	0	0		0	
	Total Revenues/Total de Ingresos	3,084,556	0	3,084,556	0	616,507	0	2,468,049	
Gastos:									
	Salarios	1,531,817	0	1,531,817	58,705	479,073	1,043,162	9,582	0.63%
	Beneficios	621,103	0	621,103	44,070	184,560	418,721	17,822	2.87%
	Provisiones	107,000	0	107,000	2,871	8,972	19,501	78,527	73.39%
	<i>Articulos para las actividades de los padres y comida para las juntas</i>	4,372	0	4,372	0	0	0	4,372	0.00%
	<i>Articulos de oficina para el centro</i>	102,628	0	102,628	2,871	8,972	19,501	74,155	72.26%
	Viaje y Conferencia	35,389	0	35,389	2,210	2,812	293	32,284	91.23%
	Cuotas y Membresías	4,176	0	4,176	304	1,429	0	2,747	65.79%
	Seguro	13,568	0	13,568	0	0	0	13,568	100.00%
		580	0	580	1	3	124	454	78.22%
	Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	10,769	0	10,769	185	1,312	3,497	5,959	55.34%
	Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Operación	257,358	0	257,358	17,775	65,544	0	191,814	74.53%
		199,716	0	199,716	2,751	5,488	26,964	167,264	83.75%
	Cuotas Intergubernamentales	6,445	0	6,445	251	1,087	511	4,847	75.20%
	Mejoras a los Terrenos	0	0	0	0	0	0	0	#DIV/0!
	Gastos Indirectos	296,635	0	296,635	24,086	59,203	0	237,432	80.04%
	transferencia al fondo del café	0	0	0	0	0	0	0	#DIV/0!
			0	0					
	Total de Gastos	3,084,556	0	3,084,556	153,208	809,484	1,512,773	762,299	24.71%

**Executive Summary
2021/2022 Fiscal Year
December 2021
EARLY HEAD START T&TA**

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Expended/Received			Balance	% %
				Current	Year-to-date	Encumbered		
Revenues								
All Other Federal	25,983	0	25,983	2,134	15,315	0	10,668	41.06%
Total Revenues	25,983	0	25,983	2,134	15,315	0	10,668	41.06%
Expenditures								
Salaries	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0.00%
Supplies	870	0	870	0	0	0	870	100.00%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!
<i>Site Supplies</i>	870	0	870	0	0	0	870	100.00%
Travel & Conference	21,519	0	21,519	1,406	14,056	2,962	4,501	20.92%
Contracted Services	3,594	0	3,594	1,706	2,861	718	15	0.41%
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!
Total Expenditures	25,983	0	25,983	3,112	16,916	3,680	5,386	20.73%

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Executive Summary
2021/2022 Fiscal Year
December 2021
PROGRAMA EARLY HEAD START T&TA

Recurso 5218

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	%
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	25,983	0	25,983	10,589	10,589	0	15,394	59.25%
Total de Ingresos	25,983	0	25,983	10,589	10,589	0	15,394	
Gastos:								
Salarios	0	0	0	0	0	0	0	0.00%
Beneficios	0	0	0	0	0	0	0	0.00%
Provisiones	3,417	0	3,417	0	0	0	3,417	100.00%
<i>Articulos para las actividades de los padres y comida para las juntas</i>	720	0	720	0	0	0	720	100.00%
<i>Articulos de oficina para el centro</i>	2,697	0	2,697	0	0	0	2,697	100.00%
Viaje y Conferencia	17,851	0	17,851	6,000	10,642	2,776	4,433	24.83%
Servicios Contratados	4,715	0	4,715	315	1,155	844	2,716	57.60%
Gastos Indirectos	0	0	0	0	0	0	0	#DIV/0!
Total de Gastos	25,983	0	25,983	6,315	11,797	3,620	10,566	40.66%

**Executive Summary
2021/2022 Fiscal Year
December 2021**

HEAD START SUPP AMERICAN RESCUE PLAN

Resource 5246

CATEGORY	Budget	Adjustment	Revised Budget	Expended/Received					
				Current	Year-to-date	Encumbered	Balance	%	
Revenues									
All Other Federal	400,828	0	400,828	996	213,510	0	187,318	46.73%	
Total Revenues	400,828	0	400,828	996	213,510	0	187,318	46.73%	
Expenditures									
Salaries	113,296	0	113,296	0	113,118	0	178	0.00%	
Benefits	11,639	0	11,639	0	11,619	0	20	0.00%	
Supplies	0	0	0	0	0	0	0	#DIV/0!	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	0	0	0	0	0	0	0	#DIV/0!	
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!	
Rentals, Leases, Repairs & Noncapitalized Improvements	7,200	0	7,200	112	2,574	4,626	0	0.00%	
Contracted Services	22,605	0	22,605	788	2,100	6,000	14,505	64.17%	
Building & Improvements	98,944	0	98,944	0	0	0	98,944	100.00%	
Other Transfers & Indirect Total	147,144	0	147,144	96	144,449	0	2,695	1.83%	
			0						
Total Expenditures	400,828	0	400,828	996	273,860	10,626	116,342	29.03%	

**Executive Summary
2021/2022 Fiscal Year
December 2021**

HEAD START NON-COMPETING NEW

Resource 5256

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	%
					Year-to-date	Encumbered			
Revenues									
All Other Federal	100,825	0	100,825	0	0	0	100,825	100.00%	
Total Revenues	100,825	0	100,825	0	0	0	100,825	100.00%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	42,129	0	42,129	0	0	0	42,129	100.00%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	42,129	0	42,129	0	0	0	42,129	100.00%	
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!	
Rentals, Leases, Repairs & Noncapitalized Improvements									
Contracted Services	49,000	0	49,000	0	0	0	49,000	100.00%	
Other Transfers & Indirect Costs	9,696	0	9,696	0	0	0	9,696	100.00%	
							0		
Total Expenditures	100,825	0	100,825	0	0	0	100,825	100.00%	

**Executive Summary
2021/2022 Fiscal Year
December 2021**

**HEAD START/EARLY HEAD START
CREDIT CARD REPORT**

MANAGER	VISA
Gail Nadal	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Shannon McClarin	
Travel/Conference	\$ 3,204.45
Center Supplies	\$ 662.37
TOTAL	\$ 3,866.82
Genet Telahun	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Amee Dowkes	
Travel/Conference	\$ 109.69
Center Supplies	\$ 125.00
TOTAL	\$ 234.69
Gustavo Melgoza	
Travel/Conference	\$ -
Center Supplies	\$ 329.27
TOTAL	\$ 329.27
Connie Luna	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Nicole Castrejon	
Travel/Conference	\$ 187.00
Center Supplies	\$ 30.00
TOTAL	\$ 217.00
VISA Grand Total	\$ 4,647.78
Nugget/Food4Less	\$ 11.55
InterState Oil	\$ 131.19
TOTAL MONTHLY EXPENDITURES:	\$ 4,790.52

**Credit card statements available upon request

Executive Summary
2021/2022 Fiscal Year
December 2021
Programas Head Start/Early Head Start
REPORTE DE TARJETAS DE CRÉDITO
Año FISCAL 2020/2021

SUPERVISOR	VISA
Gail Nadal	
Viaje/Conferencia	\$ 3,028.41
Artículos para el centro	\$ 724.71
	\$ 3,753.12
Genet Telahun	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ -
Total	\$ -
Amee Dowkes	
Viaje/Conferencia	\$ 84.37
Artículos para el centro	\$ -
Total	\$ 84.37
Gustavo Melgoza	
Viaje/Conferencia	\$ 486.41
Artículos para oficina	\$ -
Total	\$ 486.41
Connie Luna	
Viaje/conferencia	\$ -
Articulos para oficina	\$ 1,455.51
Total	\$ 1,455.51
Nicole Castrejon	
Viaje/conferencia	\$ 88.66
Articulos para oficina	\$ -
Total	\$ 88.66
VISA Grand Total	\$ 6,693.07
NUGGET/FOOD 4 LESS	\$ -
INTERSTATE OIL	\$ 106.64

Total de Gastos Mensuales: \$ 6,799.71 ***

***Estados de ceunta de als tarjetas de credito, estan despinsibles, si son solicitadas."

**Executive Summary
2021/2022 Fiscal Year
December 2021**

HEAD START/EARLY HEAD START

Month	Year	Location									Grand	
		Other	Alyce Norman	Itinerant	Esparto	Lemen	Charter	Lincoln/Plainfield	Valley Oak/Winters	MCC	Total	
July	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
August	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
September	2021	\$ 270,269.87	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 270,269.87
October	2021	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
November	2021	\$ 15,984.00	\$ -	\$ 35.47	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,019.47
December	2021	\$ 195,781.95	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 195,781.95
January	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
February	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
March	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
April	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
May	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
June	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
		\$ 625,891.82	\$ -	\$ 35.47	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 625,927.29

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of 12/31/2021	In-Kind Required
Head Start & Quality Improvement:	1,314,083.28	328,520.82
Head Start T & TA:	18,700.39	4,675.10
Early Head Start & Quality Improvement:	535,498.95	133,874.74
Early Head Start T & TA:	16,916.47	4,229.12
Total:	1,885,199.09	471,299.77

Amount Required: 471,299.77
Actual In-Kind: 625,927.29

*Surplus/(Deficit): 154,627.52

Surplus(Deficit): 154,627.52

If deficit: will be returned to Federal Government from unrestricted dollars

Notice of Public Meeting
YOLO COUNTY CHILD CARE PLANNING COUNCIL

Tuesday, January 4th, 2022 9:00 AM-11:00 AM

Join Zoom Meeting:

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

Meeting ID: 840 749 1020

Passcode: 450257

Dial by your location

+1 669 900 6833 US (San Jose)

Consistent with the Shelter in Place orders from the Governor and Yolo County, this meeting is compliant with the Governor's Executive Order N-29-20 which allows for a deviation of teleconference rules required by the Brown Act In-person attendance is not permitted. Zoom will be used for public comment.

*The mission of the Yolo County Child Care Planning Council is to promote the professional growth of the child care workforce and to support the development of quality child care programs. **The meeting shall be conducted in conformity with the Brown Act***
Items may be taken out of order.

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	Please introduce yourselves as we have new members.
2	Public Comment	All	Information	5 min	
3	Approve resolution for AB361	Justine Jimenez	Action	3 min	Required at each meeting to continue remote meeting option.
4	Consent- Approve Agenda Consent- Minutes 12-07-2021	Justine Jimenez	Action	3 min	
5	LPC Website Calendar and or Additions	Kim Relph-Smith, Justine Jimenez, Fawn Montagna	Announcement	10 min	
6	By-laws Amendment Vote	All	Action	5 min	Please review changes to by-laws prior to the vote.
7	LPC 2021/22 Budget Workshop	ShannonMcClarin/Kathleen Glassman	Information	20 min	Budget recommendations from Executive Committee will be discussed and voted on.
8	Equity Workgroup Update	Lynn Arner/Justine Jimenez	Information	5 min	
9	Member Updates	All	Information	15 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 Shannon McClarin 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 Shannon McClarin as soon as possible and preferably at least 24 hours prior to the meeting.

Shannon McClarin, Coordinator
 Yolo County Child Care Planning Council
 Yolo County Office of Education
 1280 Santa Anita Court, Suite 140; Woodland, CA 95776
 (530) 668-3752/ (530) 668-3840 [fax]

Shannon.McClarin@ycoe.org

I declare under penalty of perjury that the foregoing agenda was posted by December 31, 2021 on the bulletin board at the east entrance of the Erwin Meier Administration Center, 625 Court Street, Woodland, CA

By: _____

Notice of Public Meeting

**YOLO COUNTY OFFICE OF EDUCATION
HEAD START/EARLY HEAD START/STATE FUNDED PROGRAMS
POLICY COUNCIL MEETING AGENDA
January 28, 2022, from 3 p.m. to 4 p.m.
1280 Santa Anita Court Suite 140 Woodland, CA 95776**

1.0 Call to Order – Oscar Morales

Action

2.0 Introductions/Recognition of Visitors – Oscar Morales

3.0 Consent Agenda:

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

Action

3.1 Approval – Renew authorization for remote (teleconference/videoconference) meetings by finding, pursuant to Assembly Bill 361, that (a) the COVID-19 pandemic state of emergency is ongoing, and (b) local officials continue to recommend measures to promote social distancing.

M1:

M2:

3.2 Approval – January 28, 2022, Agenda

M1:

M2:

3.3 Approval – November 19, 2021, Minutes

M1:

M2:

Action

4.0 Public Comment:

This will be a virtual meeting - please use Zoom for Public Comment

This item is placed on the agenda for providing visitors the opportunity to address the Policy Council on any item(s) of business that does not appear on the formal agenda. You may request recognition by completing the form provided at the door.

Visitors may also request recognition from the chairperson, to address the Policy Council concerning an item on the agenda by completing the form provided at the door.

The Policy Council reserves the right to establish a time limit on these discussions, or to refer them to the next regular meeting for further deliberation.

Discussion & Possible Action

5.0 Adjourn to Closed Session: Margie Valenzuela

5.1 Employment of New Hires

M1: M2:

5.2 Employment of Substitutes

M1: M2:

5.3 Employment of Various Service Providers

M1: M2:

Information, Discussion & Possible Action

6.0 Financial Reports: -Debra Hinely

6.1 Monthly Financial Report

6.2 Carryover Report

Information, Discussion & Possible Action

7.0 Open Session:

7.1 Old Business:

7.2 New Business:

7.2 Desired Results Developmental Profile (DRDP) Results – Amee

Dowkes

Information

8.0 Program Operations: Service Area Reports- Silvia Meza-Lara Site Coordinator

Information

9.0 Confirmation Next Meeting Date

**Regular Meeting-* Friday, February 25, 2022, at 3:00pm

M1: M2:

These Meetings will be In-person and virtual via Zoom

Action 10.0 Motion for Adjournment
 M1: M2:

*The meeting shall be conducted in conformity with the Brown Act.
Items may be taken out of order.*

Notice:

If requested, this agenda can be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 and the Federal Rules and Regulations adopted in implementation thereof. Persons seeking an alternative format should contact Maria Cardenas (530) 668-3756 for further information. In addition, a person with a disability who requires a modification or accommodation, including auxiliary aids or services, in order to participate in a public meeting should telephone or otherwise contact Vanessa Lopez as soon as possible and preferably at least 24 hours prior to the meeting. (Government Code § 54954.2)

Yolo County Office of Education Head Start/Early Head Start Programs
1280 Santa Anita Court, Suite 140, Woodland, CA 95776
(530) 668-3030 / (530) 668-3840 [fax]

Draft Minutes for Approval

YOLO COUNTY CHILD CARE PLANNING COUNCIL

Tuesday December 7, 2021 9:00 AM-10:30AM

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>Justine Jimenez Kim Relph-Smith Fawn Montagna Sue Lomax Gina Daleiden Elizabeth Hansen Lynn Arner Kari Roberts Amy Howering Tico Zendejas Ed Lewis Maria Lewis Jessica Burrone</p>	<p style="text-align: center;"><u>Members Not Present:</u></p> <p style="text-align: center;"><u>Guests:</u></p> <p style="text-align: center;">Gehan Tadros Gail Nadal Jessica Burrone Angela Cuellar-Marroquin Natalie Dunaway Dr. Aimee Sisson</p> <p style="text-align: center;"><u>Staff:</u></p> <p style="text-align: center;">Shannon McClarin Kathleen Glassman</p>
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Item	Time
1. Call to Order and Introductions/Roll Call	
Call to order at 9:00AM Guests: Dr. Aimee Sisson Yolo County Public Health Officer Jessica Burrone YCOE Special Education Director Gail Nadal- YCOE Liaison to the LPC Gehan Tadros- Children’s Home Society Program Administrator Angela Cuellar-Marroquin- Lake county LPC and part time faculty for Woodland Community College Natalie Dunaway- Community Care Licensing Central CA Childcare Advocate	
2. Public Comment	
Angela Cuellar-Marroquin shared that ECE 3 Child Growth and Development will be offered in Spanish and taught at the Lake County campus and will also broadcast for Colusa and Woodland campuses, working on creating a flyer. Hoping it will be successful so we can offer 4 more classes over next 4 years, they are also encouraging students to enroll in ESL classes. Angela asked the LPC to promote ECE 3 as soon as flyer is out, classes start 1/22/2022 next semester. There will be help for registration in Spanish hoping to have support at all campuses, registration can be in-person or online.	
3. Approve Resolution for AB361	

Motion to Approve:

- 1)Kari Roberts
- 2)Lynn Arner

4. Consent-Approve Agenda
Consent- Approve Minutes 10-5-2021

Motion to approve 12-7-21 agenda and 11-2-21minutes:

- 1)Kari Roberts
- 2)Sue Lomax

5. COVID Public Health Update: Dr. Aimee Sisson Yolo County Health Officer

Mask requirements- local health officer order, all people over 2 must wear mask indoors, all participants in childcare must wear masks, this is a local requirement for Yolo County, this is not a State requirement. Quarantine after exposure depends on vaccination status, persons fully vaccinated and they have close contact, they do not have to quarantine but it is recommended they test 3-5 days after exposure. Unvaccinated persons with exposure are required to have a modified quarantine if exposed on school campus, but if both parties were wearing masks at the time of exposure, they can stay on campus this is only allowed on K-12 campuses but this is not allowed in a childcare setting. Modified quarantine is not an option for childcare. 10 day quarantine at home for unvaccinated with exposure can be shortened to 7 days if neg test on or after day 5. Day 0 is the last day of the exposure, first day of quarantine is counted as day 1. That is the shortest allowed in childcare.

When there is an exposure at home and a member of the household is positive and if the individual who has been exposed cannot not cut off close contact from the COVID-19 infected person, exposed person's quarantine cannot begin until isolation ends for the COVID-19 positive person. This can mean that children can have the potential of being out of school for up to 20 days. The county is currently working on modifying this, there will be an updated protocol. Instead of counting from last day of exposure within the household they will count from 1st day of exposure if the exposed person has a negative PCR test on or after day 10, then they can return to work and to childcare after 14 days of quarantine.

Dr. Sisson meets with Yolo County healthcare providers on COVID-19 and updates, there is no requirement that children must be symptom free to stay in a childcare setting, but it is recommended that children with symptoms are tested and can return once they are fever free to 24 hrs and symptom improving and have a negative COVID test. Childcare settings can be unmasked outdoors since risk of transmission is lower in an outdoor setting and if the children are able to maintain distance it is reasonable to allow childcare settings to be unmasked.

Dr. Sisson is working with Public Information Officer to make website easier to navigate, the following link was shared for the COVID exposure Non-healthcare Non-school decision tree:

<https://www.yolocounty.org/government/general-government-departments/health-human-services/adults/communicable-disease-investigation-and-control/covid-19>

6. Licensing Updates: Natalie Dunaway- Central CA Childcare Advocate

This year reached close to 17,000 providers a total of 1690 providers per month through webinars held in Spanish, Cantonese, and Mandarin; there were 2331 Spanish providers and 685 Chinese providers included in the total. Hoping to shift to two webinars a month next year and they are typically offered the last week of the month and will be offered in English, Spanish, Cantonese and Mandarin simultaneously.

<p>PowerPoints posted in other languages and webinar information is shared via Provider Information Notices (PIN)</p> <p>Website lists COVID positive cases, numbers are coming down and it is broken down by provider type and county. Stipends are available to childcare centers and family childcare homes, two-thirds of providers have applied to stipends, the amount is \$3500. A new provider licensed after June 2021 is eligible to receive \$500 stipend after 12 months of licensed service.</p>
<p>7. LPC 2021/22 Budget Workshop</p> <p>The LPC will bring the budget back to the January meeting, LPC members were encouraged to think of ways to use funds. Perhaps LPC funds can help support ARP projects for childcare. ARP workgroups are moving into the next phase and are determining where they are in the process, county staff will reach out for more information. There will be sub committees looking at proposals, leadership of the county will reach out if they need more information. The LPC can feel confident that there is something that will be done on childcare.</p>
<p>8. LPC Website</p> <p>Can add several items to the website, please share with everyone. Adding stipends, provider webinars, link the decision tree from Yolo County. Maybe a help wanted section? Flyer will go out as well. Add links to trainings available to childcare providers.</p>
<p>9. Bylaws Update</p> <p>Please read revisions to bylaws and let us know comments and concerns and will present at January meeting. We can change bylaws as needed, be prepared to vote on this in January.</p>
<p>10. Member Updates</p> <p>Gehan Tados- New program manager being trained, Cindy Flores and she is looking forward to introducing her at the January meeting. More bi-lingual staff to lead the health and safety classes through CHS. Gehan will forward any new trainings to be shared, PPE supplies for distribution coming soon! Sue Lomax commented that her recent experience with CHS was positive and very helpful with case management.</p> <p>Lynn Arner- Inclusion grant is about to get up and running, Teaching Pyramid will be taught this Spring. Can take up to 40 providers, then next fiscal year will have an additional training and this will continue into 2025. This Thursday there will be an informational meeting for this training.</p> <p>Jessica Burrone- Oversees the IEEEP grant, doing inclusive training for children in special education. This training is for private and public providers. Can send a flyer to be distributed to LPC. Behavior management included in this training. Stipends available for attendees, we want teams attending admin-staff etc. Dec 9th is informational session for this training. There is a link to register, please reach out to Amy Lucero or Lynn Arner to register. If they miss this first cohort they can join the next one. They can miss info session as well if providers can't make it. Big focus is working with local childcare providers.</p> <p>Shannon McClarin- IMPACT kick off a success and new providers joined IMPACT. Dual Language Learning Network for Family Friend Neighbor Providers beginning in January.</p> <p>Maria Lewis- Woodland Joint Unified is finishing up their Dual Language Learner cohort and it has been successful, there will be another cohort next year for Transitional Kindergarten providers in Yolo County.</p>
<p>Meeting Adjourned 10:34am</p> <p>1)Lynn Arner</p> <p>2) Kari Roberts</p>



6. 3. LCAP Mid-Year Update (Quarterly Report)

Description

Staff will present a quarterly update to the LCAP in line with Section 124(e) of Assembly Bill 130 which requires LEAs to present an update on the annual update to the 2021-22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

1. The Supplement for the Annual Update for the 2021-22 LCAP;
2. All available mid-year outcome data related to metrics identified in the 2021-22 LCAP; and
3. Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP.

Recommendation

Information only.

Supporting Documents



2022_Supplement_to_Annual_Update_for_2021-22_LCAP_Yolo_County_Office_of_Education_202..



2021_LCFF_Budget_Overview_for_Parents_Yolo_County_Office_of_Education_20210826



2021_LCAP_Mid-Year_Report_Yolo_County_Office_of_Education_20220201

Contact Person

Dr. Micah Studer, Assistant Superintendent of Equity and Support Services, will present this item.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yolo County Office of Education	Dr. Micah Studer Assistant Superintendent, Equity and Support Services	micah.studer@ycoe.org 530-668-3711

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

YCOE revised its LCAP figures to make them consistent with the 2021 Governor's May budget revision prior to adoption. This allowed us to have figures that were immaterially different from what was provided in the Budget Act of 2021 and therefore were able to implement the LCAP as adopted and in agreement with the educational partner engagement process.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

As a County Office of Education, we were not eligible for the additional Concentration Grant funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

YCOE elected to engage its educational partners on all funding received as part of the LCAP process for the 2021-22 school year. This engagement is reflected both in the "Stakeholder Engagement" sections of the LCAP as well as LCAP Goal 4, which outlines all actions associated with pandemic relief funding.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Currently, all of the 1.2 million in ESSER III funds are allocated to capital improvements in the form of outdoor learning spaces. We have consulted with our Support Operation Services Departments and had some initial design conversations but the ongoing effects of the pandemics are requiring us to reconsider, at least partially, the use of these funds as we continue to grapple with the ongoing impacts to our enrollment and attendance.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

All plans are aligned with the work outlined in the LCAP. This is consistent with the decision to include all Expanded Learning Opportunities Grant and ESSER Funding inside of LCAP Goal 4. While additional plans have been required since the LCAP was adopted actions presented to the board, including the ESSER III Plan and Educator Effectiveness Block Grant, have been written to take into account the actions articulated in the LCAP document. Specifically, the ESSER III plan references capital expenditures already outlined in the LCAP. The Educator Effectiveness Block Grant invests in teacher development and enhances the Multi-Tiered System of Supports work outline in the LCAP. As the pandemic wears on, we are making adjustments to our plans to provide for the additional costs of ensuring the health and safety of our staff and students as well as examining the value of planned capital investments in light of the ongoing impact of decreased enrollment and attendance to our programs. These revisions will be taken through the Educational Partner engagement process and be reflected in our 2022 LCAP Adoption.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Yolo County Office of Education
CDS Code:	57105790000000
LEA Contact Information:	Name: Micah Studer, Ed.D. Position: Assistant Superintendent of Equity and Support Services Email: micah.studer@ycoe.org Phone: 530.668.3775
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$11,021,442
LCFF Supplemental & Concentration Grants	\$74,581
All Other State Funds	\$3,914,163
All Local Funds	\$7,993,769
All federal funds	\$8,049,840
Total Projected Revenue	\$30,979,214

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$33,352,748
Total Budgeted Expenditures in the LCAP	\$3,409,486
Total Budgeted Expenditures for High Needs Students in the LCAP	\$111,407
Expenditures not in the LCAP	\$29,943,262

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$557,702
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$515,701

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$36,826
2020-21 Difference in Budgeted and Actual Expenditures	\$-42,001

Update on Additional Funding Received in 2020-21	Response(s)
This area is provided to include an update regarding additional funding received in 2020-21.	While most additional state and federal revenues were included in the LCAP planning process additional grants such as the Educator Effectiveness Block Grant, A-G Improvement Grants, and the COVID Mitigation for Counties funding were not included due to the timing of when information was released. All figures in this Budget Overview for Parents represent an update consistent with the figures presented at the First Interim Budget and represent immaterial differences between what

	was presented at adoption with the exception of Total General Fund Expenditures and Expenditures not in the LCAP increasing by 14%.
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Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund expenditures not included in the LCAP are primarily used to support non-Alternative Education specific departments such as the regional YCOE Special Education program. Funds include AB602 and Property Tax allocations which offset LCFF apportionment.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	Contributing actions experienced decreased costs due to school closures and an influx of one-time grant funding due to the COVID-19 pandemic. The pandemic restricted our ability to implement strategies aimed at increasing and improving services by constraining how the support could be offered while guidelines for virtual engagement were developed.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yolo County Office of Education

CDS Code: 57105790000000

School Year: 2021-22

LEA contact information:

Micah Studer, Ed.D.

Assistant Superintendent of Equity and Support Services

micah.studer@ycoe.org

530.668.3775

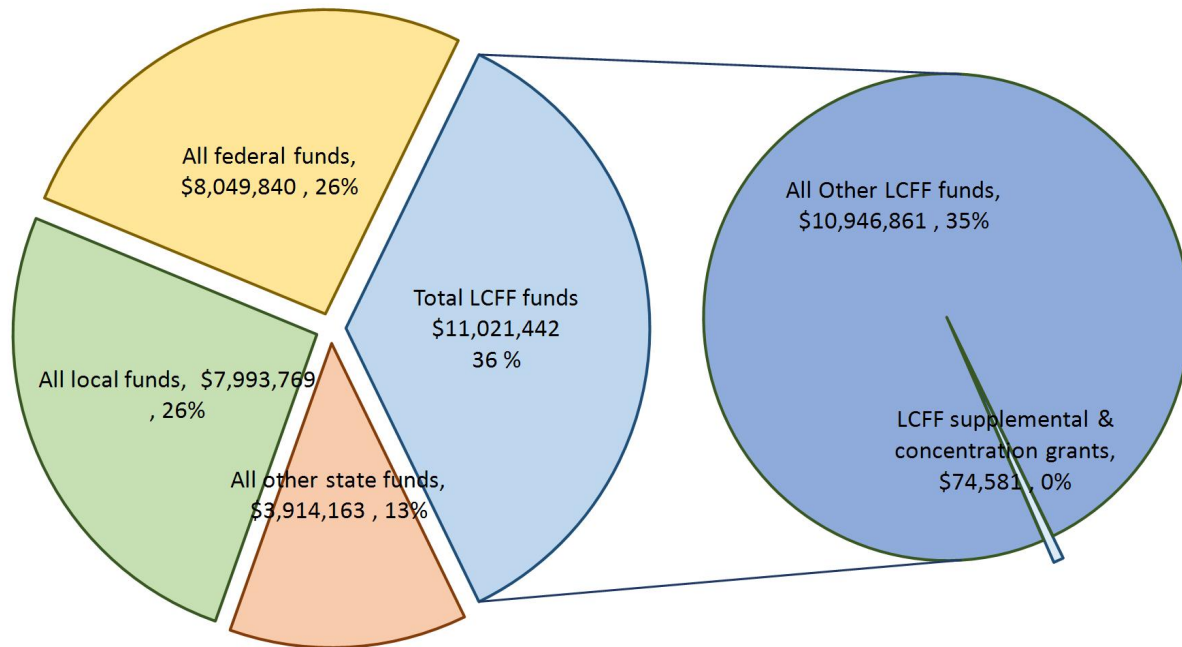
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Update on Additional Funding Received in 2020-21

While most additional state and federal revenues were included in the LCAP planning process additional grants such as the Educator Effectiveness Block Grant, A-G Improvement Grants, and the COVID Mitigation for Counties funding were not included due to the timing of when information was released. All figures in this Budget Overview for Parents represent an update consistent with the figures presented at the First Interim Budget and represent immaterial differences between what was presented at adoption with the exception of Total General Fund Expenditures and Expenditures not in the LCAP increasing by 14%.

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

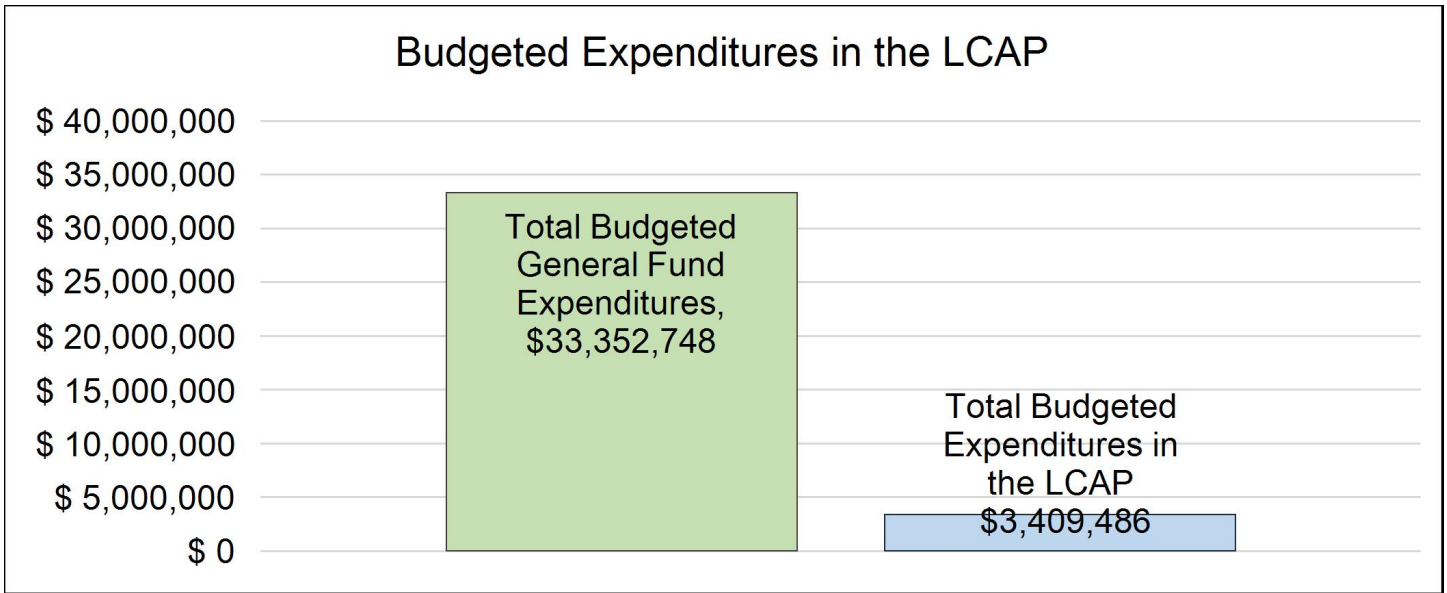


This chart shows the total general purpose revenue Yolo County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Yolo County Office of Education is \$30,979,214, of which \$11,021,442 is Local Control Funding Formula (LCFF), \$3,914,163 is other state funds, \$7,993,769 is local funds, and \$8,049,840 is federal funds. Of the \$11,021,442 in LCFF Funds, \$74,581 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Yolo County Office of Education plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Yolo County Office of Education plans to spend \$33,352,748 for the 2021-22 school year. Of that amount, \$3,409,486 is tied to actions/services in the LCAP and \$29,943,262 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

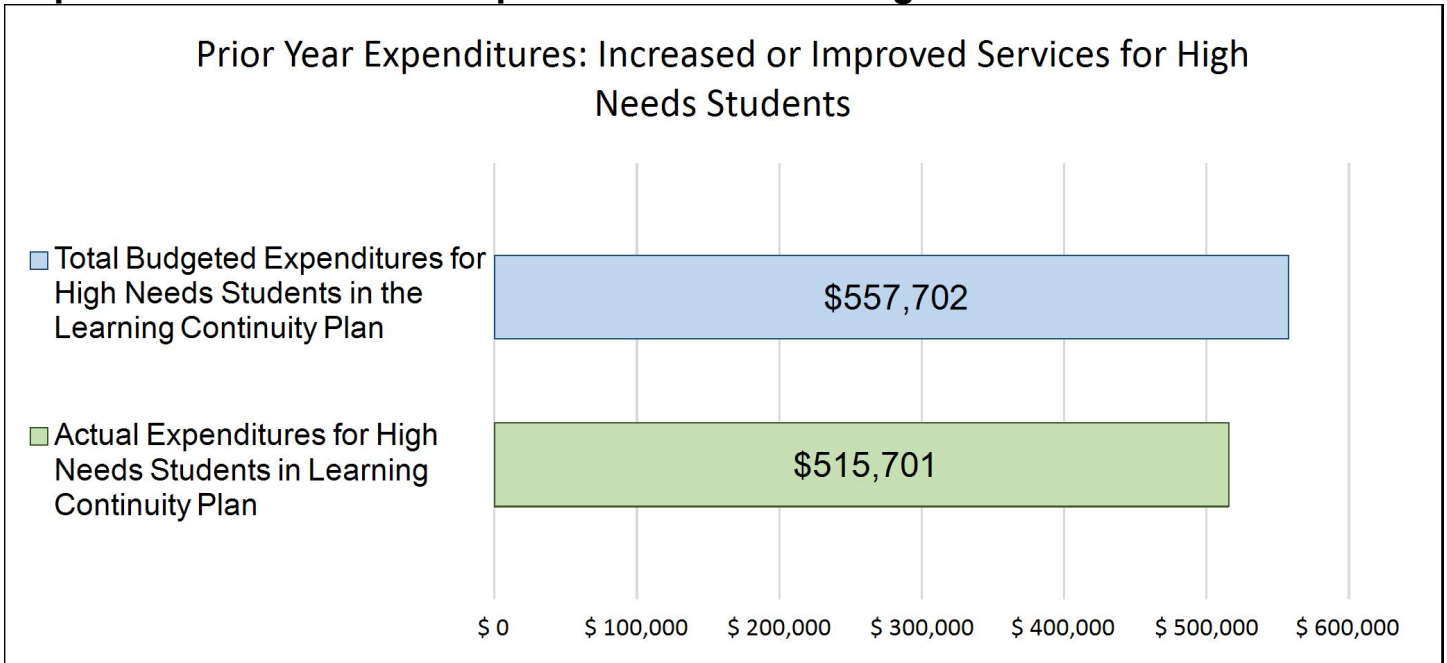
General fund expenditures not included in the LCAP are primarily used to support non-Alternative Education specific departments such as the regional YCOE Special Education program. Funds include AB602 and Property Tax allocations which offset LCFF apportionment.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Yolo County Office of Education is projecting it will receive \$74,581 based on the enrollment of foster youth, English learner, and low-income students. Yolo County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Yolo County Office of Education plans to spend \$111,407 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Yolo County Office of Education budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Yolo County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Yolo County Office of Education's Learning Continuity Plan budgeted \$557,702 for planned actions to increase or improve services for high needs students. Yolo County Office of Education actually spent \$515,701 for actions to increase or improve services for high needs students in 2020-21.

Contributing actions experienced decreased costs due to school closures and an influx of one-time grant funding due to the COVID-19 pandemic. The pandemic restricted our ability to implement strategies aimed at increasing and improving services by constraining how the support could be offered while guidelines for virtual engagement were developed.



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yolo County Office of Education	Micah Studer, Ed.D. Assistant Superintendent of Equity and Support Services	micah.studer@ycoe.org 530.668.3775

Goal 1

Engage all students in a robust educational program that provides academic support with the resources, relationships, and relevance they need in order to succeed in their secondary school careers and beyond by:

- **Providing sufficient resources to ensure individualized supports for all students;**
- **Engaging students in a robust course of study that allows them to attain the necessary skills to matriculate to a post-secondary career or college; and**
- **Supporting college and career exploration to connect students with a vision of their future selves.**

Rationale

Our goal is to provide all students with an instructional program that facilitates credit completion towards graduation and prepares students with relevant college and career readiness skills. This will allow them to successfully transition back to their home schools and/or post-secondary education and training. The actions cited in this goal are those that will support teaching and learning by all students, providing targeted support for specific populations. The metrics will measure our progress towards implementing these actions and ultimately meeting our goal.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	Priority 1: Basic Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching. (Williams Resolution, September 2020)	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.	Maintain percentage of teachers in the LEA who are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching at 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	Priority 1: Basic Pupils in the school district have sufficient access to the standards- aligned instructional materials.	<p>100% of students in Cesar Chavez Community School and Dan Jacobs School programs have access to instructional materials in the areas of Language Arts, Math, History/Social Sciences, and Science. The staff has confirmed that we have enough instructional materials for pupils currently enrolled in our programs.</p> <p>Textbooks for Cesar Chavez Community School and Dan Jacobs School are correlated to the California State Content Standards. (Instructional Materials Resolution, September 8, 2020)</p>	100% of pupils in Cesar Chavez Community School and Dan Jacobs School programs have sufficient access to the standards-aligned instructional materials.	100% of pupils have sufficient access to the standards-aligned instructional materials.
1	Priority 1: Basic School facilities are maintained in good repair.	<p>Cesar Chavez: YCOE conducted a FIT survey of the site and found it to be in fair or good order for most systems inspected and a rating of fair overall. The FIT report was conducted in December 2020. (SARC January 2021)</p> <p>Dan Jacobs: Yolo County Office of Education Support Operations Services is not responsible for maintenance for the facility; however, YCOE did conduct the FIT. Overall, the facility serves the purpose for</p>	<p>Cesar Chavez: YCOE conducted a FIT survey of the site and found it to be in fair or good order for most systems inspected and a rating of fair overall. The FIT report was conducted in October 2021.</p> <p>Dan Jacobs: Yolo County Office of Education Support Operations Services is not responsible for maintenance for the facility; however, YCOE did conduct the FIT. Overall, the facility serves the purpose for which it is used, with an overall</p>	100% of Facilities receive a "Good Status" on their FIT review.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		which it is used. It has a few minor deficiencies that need to be addressed. (SARC January 2021)	rating of fair. The FIT was conducted in December 2021.	
2	Priority 2: State Standards The implementation of state board adopted academic content and performance standards for all students.	100% of students in our Cesar Chavez Community School and Dan Jacobs School programs have access to state board adopted academic content and performance standards. (2021 LCAP Local Performance Indicator)	100% of students in our Cesar Chavez Community School and Dan Jacobs School programs have access to state board adopted academic content and performance standards.	Maintain 100% of students have access to state board adopted academic content and performance standards through Edgenuity.
2	Priority 2: State Standards How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of all English Learners have access to core academic content and ELD supports. (Master Schedule Audit 2021)	100% of all English Learners have access to core academic content and ELD supports.	100% of all English Learners have access to core academic content and ELD supports.
4	Priority 4: Pupil Achievement Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board of education (SBE)	In 2018-19, 0% of the students at Cesar Chavez Community School met or exceeded state standards in ELA or math according to the CAASP test results. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year. Local Assessments in the form of Renaissance testing, through STAR	State testing data are unreleased due to the cohort of tested students being less than 11 students. Renaissance Reading Assessments are currently in progress and will be reported with the 2022 LCAP metrics.	100% of students will demonstrate growth on assessments as measured by the Star Renaissance Test. 95% of all eligible students will take the CAASPP and ELPAC Tests.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>Enterprise Testing, were administered in lieu of the CAASPP. For the Reading STAR testing done in 2020, the average scaled score was 700.12 and the average percentile ranking was 18.65 for 17 students. For the Reading STAR testing done in 2021, the average scaled score was 593.21 and the average percentile ranking was 7.71 for 14 students.</p> <p>For the Math STAR testing done in 2020, the average scaled score was 639.36 and the average percentile ranking was 21.64 for 14 students. For the Reading STAR testing done in 2021, the average scaled score was 673.67 and the average percentile ranking was 12.93 for 15 students.</p> <p>(SARC January 2021)</p>		
4	<p>Priority 4: Pupil Achievement The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University</p>	<p>0% of students have completed a UC A-G sequence of courses. 100% of students have access to UC A-G approved coursework through Edgenuity. (Aeries, April 2021)</p>	<p>0% of students have completed a UC A-G sequence of courses. 100% of students have access to UC A-G approved coursework through Edgenuity.</p>	<p>0% of students have completed a UC A-G sequence of courses. 100% of students have access to UC A-G approved coursework.</p>
4	<p>Priority 4: Pupil Achievement The percentage of pupils who have successfully completed courses that satisfy the</p>	<p>14% of students have completed courses that satisfy the requirements for career</p>	<p>30% of students have completed courses that satisfy the requirements for career</p>	<p>50% of students have completed courses that satisfy the requirements for career</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	technical education sequences or programs of study. (Current enrollment and academic progress of students in the YCCP program)	technical education sequences or programs of study.	technical education sequences or programs of study.
4	Priority 4: Pupil Achievement The percentage of pupils who have successfully completed both (1) courses that satisfy the requirements for entrance to the University of California and the California State University, and (2) courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	0% of students have completed (1) courses that satisfy the requirements for entrance to the University of California and the California State University, and (2) courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks. (Aeries, April 2021)	0% of students have completed (1) courses that satisfy the requirements for entrance to the University of California and the California State University, and (2) courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	0% of students have completed (1) courses that satisfy the requirements for entrance to the University of California and the California State University, and (2) courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.
4	Priority 4: Pupil Achievement The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California	Baseline will be established with the December 2021 California School Dashboard release.	ELPAC results were received. The information is not available publicly due to the tested cohort being less than 11 students.	100% of English Learners show progress toward English proficiency as measured by the English Language Proficiency Assessments for California.
4	Priority 4: Pupil Achievement The English learner reclassification rate	At Cesar Chavez Community School, and at Dan Jacobs School, no students were redesignated as FEP in the 2019-20 school year. (Dataquest 2019-20)	0% students were reclassified in the 2020-21 school year.	10% of English Learners will be redesignated each year.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Priority 4: Pupil Achievement The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	0% of students have passed an advanced placement exam with a score of “3” or higher. (Aeries, April 2021)	0% of students have passed an advanced placement exam with a score of “3” or higher.	0% of students have passed an advanced placement exam with a score of “3” or higher.
4	Priority 4: Pupil Achievement The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	In the 2019-20 school year, 0% were prepared, 7.1% were approaching prepared, and 92.9% were not prepared for college and/or career. There were no data for Dan Jacobs School. (California School Dashboard, 2020)	The 2020-2021 school year data is currently not available until February 2022.	25% are prepared and 50% are approaching prepared for college and/or career.
7	Priority 7: Course Access A broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable	100% of students in our Cesar Chavez Community School and Dan Jacobs School programs have access to a broad course of study, including instructional materials in the areas of Language Arts, Math, History/Social Sciences, and Science. Traditional course offerings are supplemented by Edgenuity, ensuring that 100% of students have access to similar types of courses offered at a comprehensive high school.	100% of students in our Cesar Chavez Community School and Dan Jacobs School programs have access to a broad course of study, including instructional materials in the areas of Language Arts, Math, History/Social Sciences, and Science. Traditional course offerings are supplemented by Edgenuity, ensuring that 100% of students have access to similar types of courses offered at a comprehensive high school.	100% of students have access to similar types of courses offered at a comprehensive high school.
7	Priority 7: Course Access Access to programs and services developed and provided to low-income, English learners and foster youth pupils.	100% of programs and services are provided to low-income, English learners and foster youth pupils.	100% of programs and services are provided to low-income, English learners and foster youth pupils.	100% of programs and services are provided to low-income, English learners and foster youth pupils.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Priority 7: Course Access Programs and services developed and provided to students with disabilities	100% of programs and services are provided to students with disabilities	100% of programs and services are provided to students with disabilities	100% of programs and services are provided to students with disabilities
8	Priority 8: Pupil Outcomes Addresses pupil outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12	Quarterly Credit Attainment: 45% of students earned 6 or more credits in Quarter 1. 37% of students earned 6 or more credits in Quarter 2. 47% of students earned 6 or more credits in Quarter 3. (Aeries April 2021)	Quarterly Credit Attainment: 40% of students earned 6 or more credits in Quarter 1. 40% of students earned 6 or more credits in Quarter 2.	75% of students will earn 6 or more credits per quarter

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<p>"Base" Program Expenditures Expenditures including, but not limited to, staffing, supplies, services, and other expenditures as defined in the definition of a base program. The base program was board-approved in the 2019-2020 school year. The base program includes:</p> <p>Court and Community Schools Educate students in grades seven through twelve who are incarcerated, expelled from school, on probation, or who are referred because of truancy or behavior concerns. Parents or guardians also may request that their child</p>	Ongoing	No	LCFF \$496,909		\$496,909.00	Total Expenditures: \$192,005.23 Implementation: Funds from this action are currently being expended as planned for providing "base" program to students.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>attend Cesar Chavez Community School by requesting a referral from their district of residence. Our schools aim to meet individual student needs. Students learn academic and life skills. They also learn to view themselves in a positive way and to get along with other people. In addition to receiving an accredited High School diploma, the goal of these schools is to help students move to other post-secondary levels of education, training, or employment.</p> <p>Independent Study Program: Support students in meeting academic goals while working independently and providing direct instruction for individual student success. Independent study allows for flexibility when individual circumstances prevent regular school attendance. Support for independent study students is critical to facilitate learning and to keep them on track for credit achievement and graduation.</p> <p>Yolo County Career Program (YCCP) Provide students ages 16-18 years old, in partnership with Yolo County</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Probation, an incentivized program at school during core instruction and job readiness skills/training in the areas of digital media, entrepreneurship, and marketing. Career exploration is embedded in the CTE portion of the program.</p> <p>Special Education Services Ensure delivery of services to students with disabilities in accordance with their Individual Education Plans. (Annual Cost)</p>						
1.2	<p>Beginning Teacher Induction Provide induction training for all beginning teachers to fulfill professional clear credential requirements so that all teachers can meet state credentialing requirements. All beginning teachers will clear, or be in the process of clearing, their clear credential requirements. This will ensure access to high-quality educators for all students. (Annual Cost)</p>	Ongoing	No	Federal \$2,500		\$2,500.00	Total Expenditures: \$0.00 Implementation: No teachers are currently participating in teacher induction.
1.3	<p>Staff Coaching and Professional Learning Supports</p>	Ongoing	No		Federal \$25,000	\$25,000.00	Total Expenditures: \$6,398.00 Implementation: Staff have access to

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Provide coaching and professional learning tied to the instructional program so that all staff remain current in their instructional knowledge and practices specific to English Learners and Low-Income student populations through programs like the English Learner Roadmap Implementation for Systemic Excellence (EL RISE). Both programs provide innovative strategies to meeting the unique needs of our students. (Annual Cost)						professional learning through YCOE staffing and Agile Minds math curriculum.
1.4	Yolo County Career Program Teacher Provide a teacher for the YCCP program. This teacher will specifically focus on providing individualized attention and increased academic supports to low-income, foster youth, and English Learners to complement the industry-specific CTE focus. (Annual Cost)	Ongoing	Yes	LCFF \$107,907		\$107,907.00	Total Expenses: \$45,935.70 Implementation: YCOE is providing a full time teacher for the YCCP program.
1.5	WASC Accreditation This action covers related expenses and activities necessary to maintain WASC accreditation. The	2021-2022	No		LCFF \$500	\$500.00	Total Expenses: \$1,560.00 Implementation: We continue our accredited status with

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	WASC review is a guide to excellence in teaching and learning. WASC accreditation is important to validate the work of our staff and to demonstrate to the community the quality of education provided. (Fixed Cost)						WASC and will have an accreditation visit in fall 2023-24.
1.6	Get Focused Stay Focused Career Technical Education Program This action provides students with the opportunity to participate in the Get Focused, Stay Focused Program within the school day. This program will provide students with career exploration and workforce development instruction. The K-12 Workforce Program Grant provides for this program. (Annual Cost)	Ongoing	No	Other State \$42,005		\$42,005.00	Total Expenses: \$21,141.19 Implementation: YCOE is implementing the pilot for the GFSF program. We have a teacher serving as lead on this program.
1.7	Career Technical Education Program Supports This action provides time to plan and implement the CTE curriculum focus of Student-Led Enterprise in Marketing, Sales and Service; Entrepreneurship. These costs are covered	Ongoing	No	Local \$38,502		\$38,502.00	Total Expenses: \$15,396.10 Implementation: YCOE has provided a CTE teacher in partnership with Yolo County probation to offer the CTE component of the YCCP program.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	through the CTE Incentive Grant. (Annual Cost)						
1.8	Program Facilities, Technology Support, and Indirect Costs This action provides for the ongoing costs for the Alternative Education programs for maintenance of the facilities, fiscal support, technology support services, and access to the Aeries Student Information System. This will ensure a safe and reliable teaching and learning environment for our students and our staff. (Annual Cost)	Ongoing	No		LCFF \$421,278	\$421,278.00	Total Expenses: \$115,929.96 Implementation: Costs continue to be encumbered for this fiscal year to provide facilities and infrastructure for the program.
1.9	Paraeducator Services Provide a paraeducator in every classroom to support academic, behavioral, and social-emotional success through an enhanced focus on individualized student attention and a tiered MTSS structure. (Annual Cost)	Ongoing	No	Federal \$112,708		\$112,708.00	Total Expenses: \$47,234.95 Implementation: We currently provide a paraeducator for every classroom.

Goal 2

Develop and implement a multi-tiered system of support in collaboration with partner agencies and families that improves student social-emotional health and overall well-being. The strategies implemented as a part of this system of support will be rooted in:

- Student Agency and Empowerment
- Family and Community Engagement
- Restorative Practices

Rationale

This goal has been developed to detail the specific actions taken to respond to the social-emotional and behavioral needs of students within the MTSS structure. Analysis of the data will help inform which of the specific components of the structure are effective in meeting the needs of students.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	Priority 5: Pupil Engagement School attendance rates	Cesar Chavez W: 60% Dan Jacobs: 61% (AERIES April 2021)	Cesar Chavez W: 68% Dan Jacobs: 74% (Aeries Jan 2021)	Cesar Chavez W: 75% Dan Jacobs: 95% (AERIES April 2021)
5	Priority 5: Pupil Engagement Chronic absenteeism rates	2018-19 Chronic Absenteeism rate for CCCS was 89.8% (Ed-Data)	2020-21 Chronic Absenteeism rate is unavailable due it not being calculated in the 2020-21 school year.	Chronic Absenteeism rate of less than 70%
5	Priority 5: Pupil Engagement Middle school dropout rates	Middle School dropout rate is 0% (Aeries April 2021)	Middle School dropout rate is 0% (Aeries January 2022)	Middle School dropout rate is 0%
5	Priority 5: Pupil Engagement High school dropout rates	High School dropout rate is 16% (CALPADS Data April 2020)	2020-21 High School dropout rate for CCCS is currently not available.***	High School dropout rate less than 10%
5	Priority 5: Pupil Engagement High school graduation rates	Graduation rate: 78.6% (CA School Dashboard)	2020-21 Graduation rate is currently unavailable due to the cohort being less than 11 students.	Graduation rate: 85%
6	Priority 6: School climate Pupil suspension rates	The suspension rate for 2019-20 for CCCS was 9.8% (Ed-Data)	2020-2021 Suspension rate is unavailable. *** (Aeries)	Suspension rate of less than 5%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Priority 6: School climate Pupil expulsion rates	The expulsion rate for 2019-20 for CCCS was 0% (Dataquest)	Expulsion rate remains at 0%. (Aeries January 2022)	Maintain expulsion rate at 0%
6	Priority 6: School climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	55% Response rate in students completing the CHKS (CHKS Summary May 2020)	50% Response rate in students completing the CHKS (CHKS Summary June 2021)	85% Response rate in students completing the CHKS
3	Priority 3: Parental Involvement and Family Engagement The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	80% of families had an input conversation with a staff member (April 2021)	100% of families had an input conversation with a staff member (January 2022)	95% of families will have an input conversation with a staff member
3	Priority 3: Parental Involvement and Family Engagement How the school district will promote parental participation in programs for low income, English learner and foster youth pupils	40% of parents participated in quarterly family engagement events. (Open House 2019)	Due to the pandemic, we have not held any family engagement events due to COVID restrictions.	50% of parents will participate in quarterly family engagement events.
3	Priority 3: Parental Involvement and Family Engagement How the school district will promote parental participation in programs for students with disabilities	100% of parents of students with disabilities receive promotional materials. (Local Data, 2020-2021)	100% of parents of students with disabilities receive promotional materials.	Maintain 100% of parents of students with disabilities will receive promotional materials.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Family Engagement Staff will provide incentives and supports to engage families in providing essential feedback on the effectiveness of programs through surveys, interviews, translation services, virtual meetings, and quarterly engagement opportunities (Open House, Art Show, LCAP Parent Advisory/English Learner Parent Advisory Committee). This feedback will enable the assessment of successes and needs on the implementation of these programs. The incentives and supports are specifically designed to overcome barriers to participation presented by schools to families of English Learners and Low-Income students. (Annual Cost)</p>	Ongoing	Yes		LCFF \$1,500	\$1,500.00	Total Expenses: \$0.00 Implementation: Due to COVID we have not held any engagement events that would encumber costs. We continue to engage with our families through multiple methods including phone calls and porch visits. These methods currently do not encumber costs outside of what are covered in staffing costs, mileage, and transportation actions.
2.2	<p>Community Engagement This action ensures ongoing communication to better serve our youth. Community engagement allows for feedback from community members and businesses on the effectiveness and needed improvements of our education processes and support systems. This also provides representation by</p>	Ongoing	Yes		LCFF \$1,500	\$1,500.00	Total Expenses: \$0.00 Implementation: Due to COVID we have not held any community engagement events that would encumber costs. We continue to engage with our families through multiple methods including phone calls and porch visits. These methods

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	community partners at our engagement events. Through these partnerships, we are able to provide additional learning opportunities like tutoring, mentoring, classroom speakers, field trips, visiting educators, internships, and postsecondary employment opportunities. (Annual Cost)						currently do not encumber costs outside of what are covered in staffing costs, mileage, and transportation actions.
2.3	Positive Behavior Supports and Intervention Maintain implementation of trauma-informed practices with PBIS activities, incentives, and ongoing training. Many of our students come from and live in challenging environments. They come to school with the emotional response to those challenges. In order to help our students focus on learning and appropriate social behaviors, our staff must learn and implement practices specific to this goal. (Annual Cost)	Ongoing	No		Federal \$500	\$500.00	Total Expenses: \$414.32 Implementation: We continue to provide incentives using "Awesome Cards" on a daily basis. Quarterly certificate and gift cards are given for attendance and credits earned.
2.4	Brown Issues This action provides the student the opportunity to participate in Brown Issues	Ongoing	Yes		LCFF \$500 Federal \$4,500	\$5,000.00	Total Expenses: \$0.00 Implementation: Brown Issues provides services to our youth.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	events, training, and mentoring. This statewide youth-led advocacy organization utilizes social-emotional health supports, civic engagement, and narrative change to help young people find their agency and create systematic change within their community. (Annual Cost)						However, due to the pandemic, certain costs have not been encumbered due to travel restrictions.
2.5	Mental Health Therapist Provides a 1-day a week (.2 FTE) Mental Health Therapist to support the social-emotional development of students. The therapist meets with both students and their families in individual and group sessions. Services are provided to students and families through strategies such as: <ul style="list-style-type: none"> • mindfulness and meditation; • anxiety reduction; and • connections to social services. (Annual Cost)	Ongoing	No	Federal \$17,083		\$17,083.00	Total Expenses: \$7,537.58 Implementation: YCOE provides a one-day a week therapist in addition to our other supports offered in partnership with Communicare.
2.6	Restorative Practices Establish a partnership with the Yolo Conflict Resolution Center to provide restorative practice training opportunities for staff and	2021-2022	No		Federal \$5,000	\$5,000.00	Total Expenses: \$0.00 Implementation: Monthly professional learning commenced for staff in January through April. Students

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	students. These practices foster a positive classroom and school culture with strategies and activities for effectively engaging with students, staff, and parents in the school setting. (Fixed Cost)						are referred to services as part of the program.
2.7	Youth Advocate Provide a Youth Advocate to work with youth, families and staff to engage youth in school and pro-social behaviors. (Annual Cost)	Ongoing	No	Federal \$57,153		\$57,153.00	Total Expenses: \$16,751.76 Implementation: YCOE provides Youth Advocate services including transportation and home visits.
2.8	Student Transportation Utilize the passenger van to transport students to school and/or school-related events. (Annual Cost)	Ongoing	No		Federal \$5,000	\$5,000.00	Total Expenses: \$837.27 Implementation: YCOE provides transportation services to students.

Goal 3

Coordinate countywide services for expelled and foster youth that builds cross-district collaboration and information sharing to ensure continuity of educational services.

Rationale

As a county office of education, state priorities 9 (coordination of services for expelled youth) and 10 (coordination of services for foster youth) are required to be addressed in the LCAP. The actions and metrics will ensure that the implementation of our county-specific state priorities is successful and meeting the needs of our foster youth and expelled students.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
9	Priority 9: Coordination of Instruction of Expelled Pupils Coordination of instruction of Expelled Youth	100% of districts have adopted and are implementing the Expelled Youth Plan. (Local Data, 2020-2021)	100% of districts have adopted and are implementing the Expelled Youth Plan. (Local Data, June 2021)	100% of districts have adopted and are implementing the Expelled Youth Plan.
10	Priority 10. Coordination of Services for Foster Youth Working with the county child welfare agency to minimize changes in school placement	Establishment of data survey and collection tool to identify and stabilize changes in school placement will take place in the 2021-2022 school year. (Local Data)	Currently, we are using Foster Focus as a tool to monitor and notify of school changes for foster youth. FYSCP works in collaboration with child welfare, probation, district of attendance, and caregiver to maintain school stability.	At least 80 percent of youth in Foster care will maintain school placement throughout the school year (e.g. school stability).
10	Priority 10. Coordination of Services for Foster Youth Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports	100% of (MDT) meetings have educational representation by the COE, District, or both. (Local Data, 2020-2021)	The FYSCP continues to attend 100% of Multi-Disciplinary Team (MDT) meetings serving as educational representatives for all Yolo County foster youth.	100% of Multi-Disciplinary Team (MDT) meetings have educational representation by the COE, District, or both.
10	Priority 10. Coordination of Services for Foster Youth Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services	Response time to request for information is less than 48 hours. (Local Data, 2020-2021)	FYSCP continues to support districts and child welfare to ensure that education records are requested and received within 48 hours.	Response time to request for information is less than 48 hours.
10	Priority 10. Coordination of Services for Foster Youth Establishing a mechanism for the efficient expeditious transfer	Establishment of agreements like Title IV E MOU is in process with an expected approval by December 2021. This will	FYSCP continues to work with the Yolo County Health and Human Services Agency to establish the Title IV E MOU.	All data sharing agreements are in place and student records are transferred within two school days.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	of health and education records and the health and education passport	provide more streamlined access to student records to ensure expeditious transfer.	Currently the title IV E MOU is with HHS contract department.	

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Countywide Coordination of Education for Expelled Youth As required in the California Education Code 48926, all county offices of education are required to provide a county-wide plan to serve expelled youth. The plan must be revisited every three years. The costs associated with this action are covered through Goal 1, Action 1. (Annual Cost)	Ongoing	No		LCFF 0	\$0.00	Total Expenses: \$0.00 Implementation: All districts have signed on the the MOU for expelled youth and we are coordinating services for expelled youth.
3.2	Foster Youth Services Coordinating Program (FYSCP) Provide a Foster Youth Services Coordinating Program (FYSCP), including an Executive Advisory Committee, to provide coordination of countywide educational services for foster youth between YCOE, LEA's, probation, and child welfare services. This program will ensure foster youth liaisons (Ed Code 48853.5), district level oversight staff, and	Ongoing	No	Other State \$86,984		\$86,984.00	Total Expenses: \$31,041.77 Implementation: Our Coordinator of Foster Youth, Homeless, and Mental Health Services provides support and technical assistance to our district foster youth programs.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	foster youth providers have the knowledge and resources to meet the needs of foster youth including, but not limited to, training, implementation, and compliance with foster youth law and policies, and coordination and monitoring of care. (Annual Cost)						
3.3	Collaborative Services for Foster Youth Provide cross-training for foster youth-serving education and community providers around educational rights of youth in care and the importance of participation at respective decision-making meetings (e.g. IEPs, CFTs). (Annual Cost)	Ongoing	No	Other State \$27,578 Federal \$11,031		\$38,609.00	Total Expenses: \$14,192.52 Implementation: Our Outreach Specials provides direct services and support to the foster youth in Yolo County.
3.4	Countywide Foster Youth Policies, Agreements, and Data Staff will work with CDE, LEA's, probation, and child welfare services to obtain, share, and analyze data to identify foster youth and track progress on metrics. Staff will Coordinate, implement, and monitor countywide foster youth agreements between YCOE, probation, child welfare services, and	Ongoing	No		LCFF 0	\$0.00	Total Expenses: \$0.00 Implementation: FYSCP continues to coordinate, implement, and monitor countywide foster youth agreements. Currently, the Title IVE MOU is with the Health and Human Services contract department with the goal of being executed in the next 6 months.

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	LEA's. Costs associated with this action are covered in Goal 3, Action 2. (Annual Cost)						
3.5	Foster Youth Transitions Improve and coordinate successful college and career transitions for countywide foster youth by supporting the transition to adulthood by ensuring that educational options and linkages to services are presented to transitional age foster youth and ensuring that a post-high school academic support network is in place. (Annual Cost)	Ongoing	No	Other State \$19,010		\$19,010.00	Total Expenses: \$7,142.18 Implementation: The FYSCP, in partnership with the AmeriCorps mentors/program, is working jointly to ensure countywide foster youth are aware and provided with college and career opportunities/activities and resources: FAFSA Challenge, FAFSA Events, Lunch Bunch at Middle and High school, Independent Living Program and through mentorship with AmeriCorps mentors.

Goal 4

Strategically leverage one-time grant funding to support the recovery and healing efforts of the Alternative Education program. This innovation will focus on providing for the immediate needs of students to recover from the pandemic while looking forward with intent and aspiration to realizing the full potential of YCOE as a place for our youth to thrive both now and for years to come.

Rationale

This goal was developed to provide public transparency and accountability in YCOE's use of one-time grant funding that was awarded in response to the COVID-19 pandemic. These funds focus on the theme of recovery and healing in our post-pandemic recovery efforts. This goal was added to reflect increased stakeholder interest in increased transparency and accountability with the pandemic relief funding provided.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Local Metric: Summer School Enrollment and Attendance	New metric; no baseline available	43% of students needing credit recovery enrolled with 69% attendance. (AERIES -July 2021)	75% of students needing credit recovery will enroll with 95% attendance
	Local Metric; Child Family Team Meetings	New metric; no baseline available	27% of students enrolled for more than 30 days have been offered the opportunity to participate in their own CFT.	50% of students enrolled for more than 30 days will be offered the opportunity to participate in their own CFT
	Local Metric: Home to School Connection	100% of the referrals to Home to School Connection were seen in the 2020-2021 school year. New baseline metric will be established in the 2021-2022 school year.	Home to School Connection services was discontinued for the 2021-2022 school year. On-site counseling is being provided by a contract with Communicare.	75% of students enrolled for more than 30 days will be contacted by the Home To School Connection Staff
	Local Metric Home Visits	100% of students received a weekly home visit. (Local Data, 2020-2021)	100% of students attending in person have at least received 1 weekly home visit. (Local Data, 2021-2022)	Maintain 100% of students receiving weekly home visits
	Local Metric Parent Liaison	New metric; no baseline available.	Parent Liaison position is currently unfilled. Currently no data is available.	100% of families will be contacted at least monthly by the parent liaison.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Summer School 2021 and 2022 Provide for Summer School 2021 and 2022 at Cesar Chavez Community School with a focus on providing Career Technical Education in the areas of Nutrition and Wellness as well as Digital Media and Design. (Fixed Cost)	Summer 2021 and 2022	No	Other State \$125,000		\$125,000.00	Total Expenses: \$69,163.33 Implementation: Chavez offered summer school to all students in the 2021 school year. We had 22 students participate.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.2	<p>Stabilize Support Services for Students This action provides academic support during the school day by providing tutoring, credit recovery classes, small group instruction, direct instruction, one-on-one support, differentiated materials, academic advising, and facilitation of CFT meetings with school staff. This is accomplished by providing an additional .6 FTE intervention teacher to support the individualization of student instruction. This action also provides .75 FTE to ensure full-time educational support and Dan Jacobs. (Fixed Cost)</p>	2021-2022	No	Other State \$81,856 Federal \$63,007	Other State \$5,137	\$150,000.00	Total Expenses: \$72,240.52 Implementation: YCOE has hired an intervention teacher for Chavez and guaranteed staffing at 1.0 FTE at Dan Jacobs.
4.3	<p>Student Data Analyst Provides a .5 FTE Data Analyst to support program staff in understanding, informing, and reporting on data related to instruction and program effectiveness. (Annual Cost)</p>	2021-2022	No	Federal \$48,569		\$48,569.00	Total Expenses: \$21,450.28 Implementation: Our Student Data Analyst continues to provide support on items such as LCAP, School Accountability Report Cards, Civil Rights Data Collection, AB 86 Health Reporting, Consolidated Application, and CALPADS reporting.

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.4	Social-Emotional Learning Supports Continue the Home to School Connection program to provide youth and families with mental health services and to connect them to general health care services. (Annual Cost)	2021-2022	No		Other State \$65,000	\$65,000.00	Total Expenditures: \$9,323.40 Implementation: The Home to School referral service was replaced with an on-site Communicare counselor who provides similar dedicated services to our youth and their families.
4.5	Strategic Planning Consult with an outside organization to provide strategic planning services including such items as transcript and equity audit, research analysis, graduate profile, 3-5 year plan. (Fixed Cost)	2021-2022	No		Federal \$116,460	\$116,460.00	Total Expenses: \$41,783.00 Implementation: The National Center for Urban School Transformation has completed their equity Audit. We are recruiting a Design Team which will undertake the crafting of the Plan with Performance Fact commencing on February 5th.
4.6	Educational Technology Provide one-time funding for core technology upgrades and ensure support for currently deployed staff and student devices. (Fixed Cost)	2021-2024	No		Other State \$130,000 Federal \$270,000	\$400,000.00	Total Expenses: \$8,496.86 Implementation: We have \$43,874 encumbered for a digitized workflow system called InformedK12. Additionally we have used some funds to purchase classroom digital displays.
4.7	Outdoor Learning Spaces	2021-2024	No		Federal \$1,221,629	\$1,221,629.00	Total Expenses: \$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Plan and construct outdoor learning spaces as a way to encourage student learning. (Fixed Cost)						Implementation: While staff are scoping out the the proposed project, the continued effects of the pandemic may necessitate reprioritizing some or all of these funds to ensure program continuity and provide for implementation of health measures such as PPE.
4.8	Youth Mentor Provide a 1.0 FTE Youth Mentor to establish relationships and rapport with students to support motivation, achievement, and student engagement. (Annual Cost)	2021-2022	No	Other State \$60,000		\$60,000.00	Total Expenses: \$0 We were able to braid this funding with other revenues to hire a Program Specialist- Youth Development who started on January 24th.
4.9	Parent Liaisons Provide up to (2) parent liaisons to support family engagement in education. (Fixed Cost)	2021-2022	No		Other State \$25,000	\$25,000.00	Total Expenses: \$2,885.70 Implementation: We hired a Liaison who served for three weeks before moving on in December. Currently, this position is vacant.
4.10	Culturally Relevant Curriculum Complete curriculum adoption of all core materials that are based on culturally relevant pedagogy and are aligned with current state standards	2021-2024	No		Other State \$50,000	\$50,000.00	Total Expenses: \$23,775.14 Implementation: YCOE has partnered with GPS Enterprises and NewsELA to provide culturally relevant curriculum.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	and frameworks. This action maintains the priority of providing students with a culturally responsive relevant pedagogy so that all students can identify with the curriculum and actively engage in their learning. The action includes professional development, training as well as the purchase of a culturally responsive relevant curriculum. Total funds represent all estimated costs over a three-year period. (Fixed Cost)						The Director of Teaching and Learning is currently supporting staff in the adoption of curriculum for the 2022-23 school year.
4.11	Staff Professional Development Provide professional development for staff in the following areas: <ul style="list-style-type: none"> • UC Davis Math Project: Supporting innovative strategies to support struggling students • Project-Based Learning (Fixed Cost)	2021-2022	No		Other State \$25,000	\$25,000.00	\$3,771.70 Implementation: UC Davis Math coach has been on campus providing support to teachers and paraeducators. We part of the High Tech High Project Based Learning professional learning series to develop curriculum around the Paxton Patterson resources.
4.12	10% Paraeducator Reserve YCOE intends to meet the 10% paraeducator reserve	2021-2022	No		Other State \$43,204	\$43,204.00	Total Expenses: \$7,06.65 Implementation: Funding is currently

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>by providing an additional paraeducator to ensure every classroom has one paraeducator. Additionally, we will incentivize paraeducator participation in summer school expanded learning program by providing positions and stipends to participating paraeducators. (Fixed Cost)</p>						<p>being moved from Expanded Learning Opportunities to fully expend this resource and it will be reflected in the Annual Update. Funds were provided to incentivize staff to participate in Summer School 2021.</p>

6. 4. Proposed Dan Jacobs School Calendar 2022-2023

Description

Presented for your consideration is the draft calendar for Dan Jacobs School for 2022-2023.

Recommendation

Information only. It is staffs' intention to bring this back for final approval in March.

Supporting Documents



2022-23 Calendar D

Contact Person

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

Dan Jacobs (Juvenile Hall)

July (20 days extended year)

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

August (12 days)(11 days extended year)

1	2	3	4	5
8♠	9♠	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September (21 days)

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

October (21 days)

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

November (19 days)

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

December (19 days)

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

January (20 days)

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

February (18 days)

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

March (23 days)

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

April (20 days)

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

May (9 days)(13 extended year)

1	2	3	4	5
8	9	10	11♠	12
15	16	17	18	19
22	23	24	25	26
29☺	30	31		


June (22 extended year)

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	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: 8/08/2022
Instructional Days: Regular Year = 180 Extended Year =67
Month() = Teacher Work Days--182
Calendar D Approved: xxxxxx

6. 5. Williams Quarterly Report on Yolo County Schools in Decile 1-3; Covering the months of October, November, and December 2021 

Description

Each year the County Superintendent of Schools must prepare quarterly reports for the County Board 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. 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



FE_Q2_YCBE_Letter

Contact Person

Deborah Bruns, Director, Teaching & Learning will present this item.

***Williams Quarterly Report for Three Required Areas and
Optional Reporting of Uniform Complaints
Quarter of October, November, and December 2021***

January 31, 2022

Melissa Moreno, President
Tico Zendejas, Vice President
Carol Souza Cole
Shelton B. Yip

Dear Trustees:

California *Education Code* Section 1240 requires that I visit schools identified in our county, review information in the areas noted below, and report to you the results of my visits and reviews. I am pleased to provide the second quarterly report for fiscal year 2021-2022 as required by *Education Code* section 1240(c)(2)(G) pursuant to the Williams Settlement. This report presents the results of my visits to the Williams schools in the Washington Unified, Winters Joint Unified, and the Woodland Joint Unified school districts for the period of October, November, and December 2021.

The purpose of my visit(s) as specified in California Education Code 1240 was to:

1. Determine if students have “sufficient” standards-aligned instructional materials in four core subject areas (English language arts, mathematics, history/social science and science), including science laboratory equipment in grades 9-12, and, as appropriate, in foreign languages, and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff”; and
3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”

The law further requires that the county superintendent:

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

While the Uniform Complaint data are not mandated to be a part of this report to you, they are being included so that you and the citizens of our community will have a complete understanding of the environment in which Elkhorn Village Elementary, Riverbank K-8 Elementary, Stonegate

Elementary, Westfield Village Elementary, Waggoner Elementary, Dingle Elementary, Freeman Elementary, Gibson Elementary, Ramón S. Tafoya Elementary, and Woodland Prairie Elementary Schools are functioning.

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

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

My findings were as follows:

Instructional Materials:

Washington Unified School District:

Elkhorn Village Elementary School

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

Riverbank Elementary School

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

Stonegate Elementary School

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

Westfield Village Elementary School

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

Winters Joint Unified School District:

Waggoner Elementary School

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

Woodland Joint Unified School District:

Dingle Elementary School

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

Freeman Elementary School

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

Gibson Elementary School

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

Ramón S. Tafoya Elementary School

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

Woodland Prairie Elementary School

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

School Facilities:**Washington Unified School District:****Elkhorn Village Elementary School**

*Visited on October 21, 2021. School Facility received overall inspection rating: Fair (82.42%)
Comments: Elkhorn looks well maintained. Most of the deficiencies are due to common wear and tear of the facilities.*

Riverbank Elementary School

*Visited on October 21, 2021. School Facility received overall inspection rating: Good (95.83%)
Comments: Riverbank is overall well maintained. The campus shows natural signs of wear and tear. It could benefit from door seals replaced on most doors.*

Stonegate Elementary School

*Visited on October 22, 2021. School Facility received overall inspection rating: Fair (88.76%)
Comments: Stonegate is a relatively newer campus and looks very well maintained. There were not a lot of issues in the classrooms sampled.*

Westfield Village Elementary School

*Visited on October 22, 2021. School Facility received overall inspection rating: Good (91.93%)
Comments: There were minor issues throughout the site such as paint chipping and wear at the baseboards. Other than that, the site looked fantastic.*

Winters Joint Unified School District:**Waggoner Elementary School**

*Visited on December 16, 2021. School Facility received overall inspection rating: Good (90.65%)
Comments: The classrooms look good for their age, with relatively minor work needed in some. The campus would benefit from paint and some varying levels of dry rot repair throughout the campus.*

Woodland Joint Unified School District:**Dingle Elementary School**

*Visited on October 20, 2021. School Facility received overall inspection rating: Fair (79.66%)
Comments: Dingle shows its age in some parts of the older structures. It could use some modernization funding if it is prioritized in the facility master plan. The playground could*

benefit from more structures as well to alleviate some high wear points on their climbing structure. There have been some great improvements to the site including the installation of a new handicap ramp to the portable restrooms.

Freeman Elementary School

Visited on October 13, 2021. School Facility received overall inspection rating: Fair (83.54%)

Comments: Overall the site looked well maintained. There are various deficiencies that can easily be addressed.

Gibson Elementary School

Visited on October 13, 2021. School Facility received overall inspection rating: Fair (81.87%)

Comments: Gibson looked like a relatively well-maintained school overall. Most of the deficiencies center around custodial but may be a direct result of staffing shortages.

Ramón S. Tafoya Elementary School

Visited on October 19, 2021. School Facility received overall inspection rating: Good (91.38%)

Comments: Overall, the site looked well maintained with a few deficiencies.

Woodland Prairie Elementary School

Visited on October 19, 2021. School Facility received overall inspection rating: Good (90.80%)

Comments: Prairie is a well-maintained school. A common issue throughout the site was adequate vacuuming. It was understood that this may be a labor shortage issue.

School Accountability Report Card:

The SARC reports for 2020-21 will be reviewed in the spring of 2022.

Any findings, remedies, and/or schedules for remediation from the Fall of 2021 Williams site monitoring visit should be included in the 2020-21 SARC report. Failure to report the Williams Settlement 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 2020-21:

District	Misassignments	Corrected Misassignments	Vacancies
Davis	22	0	1
Esparto	7	0	0
Washington	16	3	6
Winters	5	2	0
Woodland	9	0	5
YCOE	0	0	0
EPIC	8	2	0

Uniform Complaints:

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

Davis Joint Unified School District – A review of the quarterly submission showed that one facilities complaint was filed with the district during the 2nd quarter.

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	1	0	1
TOTALS	1	0	1

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

6. 6. 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 2022 both in redline draft format and as final revision by the Yolo County Board of Supervisors on 12/7/21.

Recommendation

This item is being presented for information.

Supporting Documents

 Yolo County Investment Policy 2022 - Highlighted Draft

 Yolo County Investment Policy 2022 - Clean_Draft

Contact Person

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

County of Yolo Administrative Policies and Procedures Manual

TITLE: Investment Policy

Department: Financial Services

TYPE: POLICY

DATE: December ~~7+5~~, 202~~19~~

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, 202~~2+4~~ through December 31, 202~~2+4~~.

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.

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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).

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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.

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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

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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.

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

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County of Yolo Administrative Policies and Procedures Manual

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).

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~~ 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~~ 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~~ 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 FOR ~~OR~~ CONSIDERING REQUEST TO WITHDRAW FUNDS

Withdrawal of funds from ~~C~~ounty ~~T~~reasurer ~~P~~ool 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 SubcCommittee 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 SubcCommittee.

County of Yolo Administrative Policies and Procedures Manual

TITLE: Investment Policy

Department: Financial Services

TYPE: POLICY

DATE: December 7, 2021

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, 2022 through December 31, 2022.

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.

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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.

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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.

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.

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.

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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).

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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.

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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

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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.

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

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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).

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.

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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 FOR 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

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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 Subcommittee 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 Subcommittee.

6. 7. P-1 Average Daily Attendance Report

Description

Attached is the 2021/2022 P-1 ADA report.

Recommendation

This item is being presented as information.

Supporting Documents



2021-2022 P-1 All periods

Contact Person

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

YOLO COUNTY OFFICE OF EDUCATION
Average Daily Attendance (ADA)
2021/2022 Period 1 (P-1)
January 13, 2022

2021/22 Adopted Budget (A)	2021/22 Period 1 Actual (B)	2021/22 Period 2 Actual (C)	2021/22 Annual Actual (D)
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PROGRAM

Cesar Chavez Community School (CCC)	12.00	13.75		
Yolo County Career Program (YCCP)	4.00	5.73		
	<u>16.00</u>	<u>19.48</u>	0.00	0.00
Juvenile Hall	0.50	3.86		
Special Education		113.44		
Special Education - ESY		9.04		

Special Education
ADA by District

ESY	P1	P2	ANNUAL
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Davis	1.75	19.58		
Esparto	0.03	3.09		
Washington	2.00	28.47		
Winters	0.98	11.32		
Woodland	4.28	50.98		
	<u>9.04</u>	<u>113.44</u>	0.00	0.00

6. 8. Monthly Board Financial Report

Description

Per request of the County Board of Education, attached is the current financial report for January 2022.

Recommendation

This item is being presented as information.

Supporting Documents



February Board Meeting (Jan)

Contact Person

Debra Hinely, Director, Internal Fiscal 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 :	11,196,023.00	4,345,694.00	15,541,717.00	6,300,562.23	9,241,154.77	40.53
	FEDERAL REVENUES :	6,649,256.00	1,400,584.00	8,049,840.00	2,732,382.82	5,317,457.18	33.94
	OTHER STATE REVENUES :	3,638,185.00	275,978.00	3,914,163.00	2,986,830.07	927,332.93	76.30
	OTHER LOCAL REVENUES :	7,589,240.00	493,694.00	8,082,934.00	1,087,894.19	6,995,039.81	13.45
* TOTAL YEAR TO DATE REVENUES		* * 29,072,704.00 *	6,515,950.00 *	35,588,654.00 *	13,107,669.31 *	22,480,984.69 *	36.83

EXPENDITURE DETAIL							
	CERTIFICATED SALARIES :	6,682,079.00	147,889.00	6,829,968.00	3,669,067.19	3,160,900.81	53.72
	CLASSIFIED SALARIES :	7,984,580.00	175,715.00	8,160,295.00	4,212,365.81	3,947,929.19	51.62
	EMPLOYEE BENEFITS :	6,719,744.00	55,498.00	6,775,242.00	2,892,488.98	3,882,753.02	42.69
	BOOKS AND SUPPLIES :	920,842.00	703,026.00	1,623,868.00	336,353.77	1,287,514.23	20.71
	SERVICES, OTHER OPER. EXPENSE:	7,320,092.00	2,078,356.00	9,398,448.00	2,071,221.17	7,327,226.83	22.03
	CAPITAL OUTLAY :	153,016.00	788,673.00	941,689.00	169,873.14	771,815.86	18.03
	OTHER OUTGOING :	.00	1,292.00	1,292.00	.00	1,292.00	0.00
	DIRECT SUPPORT/INDIRECT COSTS:	359,687.00-	59,168.00-	418,855.00-	85,841.58-	333,013.42-	20.49
* TOTAL YEAR TO DATE EXPENDITURES		* * 29,420,666.00 *	3,891,281.00 *	33,311,947.00 *	13,265,528.48 *	20,046,418.52 *	39.82

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
9110	CASH IN COUNTY TREASURY	5,231,085.73	1,966,916.39	7,198,002.12

7. Suggested Future Agenda Item(s)

Description

- Discussion on upcoming Board retreat agenda items (meeting currently schedule for March 18, 2022).
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- Past Board Retreat items:
- Statement on YCOE's collective view that will set tone and template for future trustees on the budget.
- Create a sheet listing COE property leased and/or owned (amounts owed - annual payment) for future use
- Document to share with Board to close out YCCA and the required steps in this process with lessons learned as a future board meeting item.

8. ADJOURNMENT
