



YOLO COUNTY BOARD OF EDUCATION REGULAR MEETING

02/14/2023 03:30 PM

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

Davis Conference Room
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.



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

BOARD MEMBERS

Tico Zendejas, President
Shelton Yip, Vice President
Elizabeth Esquivel
Melissa Moreno
Armando Salud-Ambriz

The meeting will be available for live stream viewing via Zoom:

<https://ycoe.zoom.us/j/97637728971>

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

Webinar ID: 976 3772 8971

PUBLIC COMMENT:

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

- Before the meeting 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, Woodland, CA 95776.
 - To address the Board concerning an item on the agenda, please complete the form provided at the door.
 - The Board President will invite each speaker to the podium to make verbal comments that may not exceed three (3) minutes.

1. OPENING PROCEDURES	8
1. Call to Order and Roll Call	9
2. Indigenous Land Acknowledgement Statement	10
3. Pledge of Allegiance	11
4. Approval of Agenda Motion to approve Agenda.	12
5. Public Comment	13

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:

- Before the meeting 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, Woodland, CA 95776.
 - To address the Board concerning an item on the agenda, please complete the form provided at the door.

- o The Board President will invite each speaker to the podium to make verbal comments that may not exceed three (3) minutes.

2. REPORTS

14

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

15

- a. Board Reports
- b. Superintendent
- c. Superintendent's Advisory Team (SAT)
 - i. Administrative Services Report
 - ii. Educational Services Report
- d. Committees

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

26

3. RECOGNITION OF GUESTS AND PRESENTATIONS

27

1. Honor the 2023 Yolo County Teacher of the Year - Erica Chung, English and Piano Teacher at Woodland High School

28

4. CONSENT AGENDA

31

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

Approval of Minutes:

- a. January 10, 2023 Regular Board Meeting
- b. TCC's (January 2023)

5. ACTION ITEMS

42

1. RESOLUTION # 22-23/31 Cesar Chavez Day - March 31, 2023


43


Staff recommends approval of RESOLUTION # 22-23/31 Cesar Chavez Day - March 31, 2023.

2. RESOLUTION #22-23/32 Women's History Month - March 2023

46

Staff recommends approval of RESOLUTION #22-23/32 Women's History Month - March 2023.


3. RESOLUTION #22-23/33 Arts Education Month - March 2023  49
Staff recommends approval of RESOLUTION #22-23/33 Arts Education Month - March 2023.

4. Request for Allowance of Attendance Because of Emergency Conditions (CDE Form J-13A)  52
The Board is being asked to take action.

5. School Accountability Report Cards (SARCs)  62
The Board is being asked to approve the SARC Alternate Authorizer Designation reports for:


Cesar Chavez
Dan Jacobs
Special Education

6. INFORMATION/POSSIBLE ACTION ITEM 145

1. 22-23 Comprehensive School Safety Plans  146
Staff recommends that the Board approve the 22-23 Comprehensive School Safety Plans for:










- Greengate School
- Cesar Chavez Community School
- Dan Jacobs School

7. INFORMATION ITEMS 266

1. Head Start/ Early Head Start Reports  267
The following reports are being presented to the Board as information:

- a. Enrollment update - this is a standing report to the Board (Not included for this meeting)
- b. Program - this is a standing report to the Board
- c. Financial Reports - this is a standing report to the Board (Not included for this meeting)
- 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.

- | | |
|--|-----|
| 2. Attendance Reports  | 437 |
| Heather Schlaman will present the Attendance Reports for:
Dan Jacobs
Cesar Chavez Community School - Woodland
Yolo County Career Program (YCCP)
Chavez Extension Program | |
| 3. Program Evaluation & Juvenile Hall Certification that School Program is Compliant with Title 15, Section 1370 (b)  | 445 |
| Gayelynn Gerhart will present:
Juvenile Facilities Regulations; Title 15, Article 6 Section 1370 (Summary of Dan Jacobs School) | |
| 4. Annual Review of Yolo County Investment Policy  | 457 |
| For information. | |
| 5. P-1 Attendance  | 480 |
| For information. | |
| 6. Disposition of Surplus Equipment  | 482 |
| For information. | |
| 7. Monthly Board Financial Report  | 486 |
| For information only. | |
| 8. Williams Quarter 2 Report  | 488 |
| For Information | |
| 9. Proposed Dan Jacobs 2023/24 School Calendar  | 494 |
| This item is information only. Staff will bring this back for final Board approval in March 2023. | |
| 10. Discuss YCBE Retreat Goals for April 3, 2023 meeting  | 496 |
| For Discussion. | |
| 8. SUGGESTED FUTURE AGENDA ITEM(S) | 498 |
| 9. ADJOURNMENT | 499 |

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. Indigenous Land Acknowledgement Statement

Description

Indigenous Land Acknowledgement

We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil Dehe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Band of Wintun Indians, and Yocha Dehe Wintun Nation.

The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.

Approved by Yocha Dehe Tribal Council (July 23, 2019)

1. 3. Pledge of Allegiance

1. 4. Approval of Agenda

Recommendation

Motion to approve Agenda.

1. 5. 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:

- Before the meeting 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, Woodland, CA 95776.
 - To address the Board concerning an item on the agenda, please complete the form provided at the door.
 - The Board President will invite each speaker to the podium to make verbal comments that may not exceed three (3) minutes.

2. REPORTS

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

Quick Summary / Abstract

- a. Board Reports
- b. Superintendent
- c. Superintendent's Advisory Team (SAT)
 - i. Administrative Services Report
 - ii. Educational Services Report
- d. Committees

Supporting Documents



Admin Services update 2.2023



Educational Services February 23 Board Update final

ADMINISTRATIVE SERVICES FEBRUARY 2023 UPDATES

Crissy Huey - Associate Superintendent, Administrative Services

External Business Services

Director, Veronica Moreno

- The department welcomed a new employee, Swastika Nadan, on February 1st as the new Business Services Technician.
- Together, with the contributions of district/COE payroll staff and the support of the YCOE Data Services team, **6,326** W-2 forms were prepared for employees at all five school districts and YCOE.
- In collaboration with district/COE accounts payable staff and the YCOE Data Services team, **469** 1099 forms were prepared for vendors who provided services at all five school districts and YCOE.

Internal Business Services

Director, Debra Hinely

- The interim audit visit has been scheduled for May 22-23.
- Working on the 2nd Interim report to be presented to the board in March.
- Working on Early Childhood Education Head Start/Early Head Start 2023-2024 budget development.
- Starting to meet with programs on the 2023-2024 budget.
- Continue the training processes and materials for newly hired and existing administrative support staff.
- The Informed K-12 electronic mileage form is now available to all staff.
- Electronic travel & conference form is in the testing phase and anticipated to be released in March.

Information & Technology Services

Director, Carl Fahle

- **NETWORK ENGINEER:** Brian Hough joined the Information & Technology Services Team as YCOE's new Network Engineer. Mr. Hough started his position in January and has been familiarizing himself with the network environment, data center systems and services, and the programs YCOE supports across the county.
- **CCSTSC SYMPOSIUM:** YCOE IT Leadership participated in the California County Superintendents Technology Steering Committee last month at the Sacramento County Office of Education to discuss topics around cybersecurity, disaster recovery, broadband equity, and legislative action updates related to technology initiatives.
- **CMS VENDOR SHOWCASE:** IT staff and YCOE communications officers have been evaluating website content management systems to replace the current outdated platform, School Loop. Several requirements for the new service include intranet capability, integrated communication functions, a modern, fully responsive design built on WWWC design standards, delegated content management, and intuitive, ease of use.

- **DATA CENTER SERVICES OUTAGE:** The Yolo County Office of Education experienced network services disruption over the winter break after an extended, regional power outage depleted the data center UPS backup battery. Several systems and services were impacted that prevented users at YCOE, Esparto, and Winters Districts access to the network, Internet, virtual servers, and voice services. In partnership with district IT staff and remote and local contractors, all systems were fully restored. Staff have since conducted an extensive post-mortem analysis of root cause impediments, addressed equipment issues, and implemented new monitoring services, procedures, and configuration defaults to minimize impact and downtime in the event of future outages.
- **MFA (MULTI-FACTOR AUTHENTICATION):** To ensure best practice cybersecurity measures and address enhanced requirements by insurance carriers for cyber coverage, the technology services team is working with Keenan and various non-profit cybersecurity organizations such as MS-ISAC and the K12 Security Information Exchange (K12 SIX) to enhance the agency's current security footprint and implement important security measures such as multi-factor authentication (MFA). According to Microsoft and Keenan, MFA can prevent as much as 99.9 percent of attacks on agency accounts. YCOE is currently evaluating various MFA services and is looking to have something in place prior to the next school year.
- **DATA SERVICES:** The IT Data Services team with External Business Services staff finalized W2 and 1099 production ahead of the January 31st deadline. This included an upload of digital copies of these documents to the Employee Self-Service Portal (ESS) which provides secure, access for all county district employees.

**EDUCATIONAL SERVICES DIVISION
FEBRUARY 2023
BOARD REPORT**

Cesar Chavez Community School

Heather Schlaman, Principal

- The Chavez Extension Program celebrated its first graduate in January, 2023! Congratulations to Zander and their family on this achievement, and to Jatinder Sandhu and Kristen Storz for their committed work with Zander and all of their CEP students. We recognized Zander with a lunch celebration for all Chavez students. Zander and their family attended, as did students and staff from all programs and representatives from our central office. Zander will join us for our graduation ceremony in June to formally receive his diploma.



- Cesar Chavez staff have benefited from the expertise of our community partners throughout this school year. In January, a team from CommuniCare, representing Elevate Queer Yolo, provided an LGBTQ competency session for the staff, sharing their own stories and offering information that will support our staff in affirming students' identities and ensuring a positive educational experience for our LGBTQ+ students. We are grateful for CommuniCare's partnership in this and many other areas.
- On January 31st, students in our core program and YCCP attended *OURstory: The Black History Musical Experience* at the Safe Credit Union Performing Arts Center in Sacramento. For the students in our core program, seeing this performance dovetails nicely with the English/Social Studies unit students are currently engaged in, which focuses on narrative, oral history, and the role of art in social justice movements. Thanks to Superintendent Lewis for alerting us to this opportunity and for securing tickets.

Early Childhood Education

Shannon McClarin, Director

- We welcomed a new Program Administrator and Education Manager for our Head Start and Early Head Start Program in January.
- Our Head Start Management team began our second internal monitoring session.
- We had 12 of our Yolo County early educators attend an orientation meeting for the CHAD program which is a cohort based model for participants to obtain their B.A. while attending classwork in their community.
- Our Head Start classrooms celebrated the culmination of the Reduce, Reuse, Recycle unit with their Recycled Wrecks projects and Art Walks in each classroom.

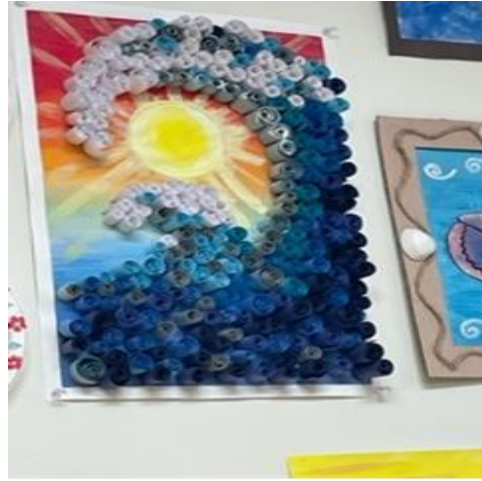
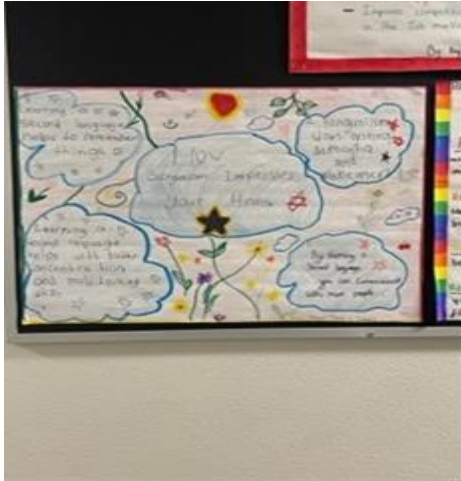


Equity & Support Services

Maria Arvizu-Espinoza, Associate Superintendent

- We are happy to announce that we have filled the position of Assistant Superintendent of Equity and Support Services. Stan Mojsich start date is 2/21/2023! I will let him introduce himself at the March board meeting.
- We have been very working on the winter expenditure reports that are due in January through March. Thank you to the Educational Services and Internal Fiscal Services teams for working together to ensure the reports are submitted accurately and on time.
- Differentiated Assistance work has begun! We provided the district teams with two “Digging Deeper into Dashboard Data” with Joel Rabin from Inform2Inspire. The districts brought their teams and we discussed the results and how to align to the LCAP goals. Further sessions are planned.
- A team of Taiwan Delegates (teachers and administrators) sponsored through UC Davis visited our preschool site, Alyse Norman, in West Sacramento on 2/6/2023. They were very impressed with the tremendous commitment our ECE team has in service of our youngest learners. We also partnered with Ricardo Perez, Director of English Learner, Immersion and World Languages from Davis JUSD to provide An informative presentation on the Multilingual Department and how they provide English Language Development to students and trainings for their teachers to ensure a comprehensive instructional system of support. YCOE provided the team with a presentation on the California Educational System Structure (grading, curriculum, instruction, and accountability systems) and an opportunity to meet and network with our County Superintendent Lewis in a different session.
- On 1/27/2023, Board Trustee, Melissa Moreno and YCOE visited EPIC charter school in West Sacramento. Principal, Dr. Jerry Kosch and his team provided us with a comprehensive tour of the school and the programs they provide. It was impressive to observe how every student was engaged in the lessons their teachers were providing. We appreciated how the “class greeter” made us feel welcome, explained what the class was working on, and asked us to sign their classroom “Social Contract”. We were able to step into every grade level and observe a variety of engaging lessons. It is evident that the EPIC team are very proud of their students and parents!





Yolo County Youth Commission

Drucella Miranda, Youth Commission Coordinator

- Saturday, January 14th, the appointed Youth Commissioners met at our YCOE Conference Center early to prepare their introductions for the public.
- Superintendent Garth Lewis led the swearing-in ceremony of the commissioners by district that day at 12:00 PM.
- Supervisor Angel Barajas of District 5, YCOE Board Trustee Elizabeth Esquivel from Area 1, Deputy Marianne Estes of District 1 for Supervisor Oscar Villegas, County Clerk Jesse Salinas, and other elected officials and representatives of our Yolo County Districts were present for this event.
- Following the ceremony, commissioners held their first business meeting and nominated themselves for officer positions such as chair and vice-chair to be voted on in their next business meeting in February. This meeting is to be held at the Yolo County Administrative Building in Woodland on the 11th at 12:00 PM.
- All Youth Commission meetings are to be conducted the second Saturday of each month from 12:00 – 4:00 PM and are subject to change.



Prevention and Wellness

Sonia Rambo, Ed.D, Director

- January was reporting month for six grants in the Prevention and Wellness Department
- Grant reporting allowed us to get a better sense of our spending to date, take a look at remaining funds, and begin to plan for the remainder of the school year.
- We are preparing for field trips, workshops, and conferences in the spring with our Foster Youth, District Liaisons, and our YCOE team.
- We are collaborating with other YCOE departments, such as College and Career Readiness, to combine resources and efforts to provide meaningful workshops for foster and homeless youth.
- The Student Behavioral Health Incentive Program (SBHIP) grant is submitted to the Department of Health Care Services and we are beginning the implementation process at our first anchor site.
- Our newest staff member will begin on February 14. She rounds out our department as an Outreach Specialist to provide case management and direct services to our foster youth and homeless children and youth.
- The Tier 2 TUPE grant application window has opened. We will be submitting a grant application for the next three-year cycle.

Special Projects: Student Services

Gayelynn Gerhart, Director

- A countywide training for the Supervisors of Attendance for YCOE staff and district leaders took place to provide an understanding of the duties, provide strategies and tools to effectively carry out the responsibilities, and clarify and respond to any questions.
- Planning continues for the Whole Child Equity Summit on May 11 at the YCOE Conference Center.
 - Planned presenters are:
 - Jeff Duncan-Andrade, author and professor at San Francisco State University
 - Elizabeth Estes, Breaking Barriers
 - Navdeep Purewall, Alameda COE
 - Asher Ki/Sicola Elliott from Californians for Justice
- The new Chavez Extension Program celebrated their first high school graduate.

Special Projects

Gail Nadal, Director

- New Programs Specialist II has started, and she and I have been working together to effectively shift professional development training and coaching to her responsibility. This month the Quarterly report was also due and the annual budget revision for the year. Sarah Portugal has integrated well into the Educational Services division, and we welcome her as part of the team.

- The Early Care and Learning Workgroup is stepping up to the planning and coordinating of collecting data and information as it pertains to the alignment of the workgroup to the Roadmap to the Future. Outreach and community input will be collected to plan for the Early Care and Learning Summit that will be scheduled for a time in May and a focus with be Parental Voice for children 0 – 8 years.
- The 21CSLA UTK Leadership Initiative has made available a wonderful opportunity for those site leaders to attend, “Envisioning and Leading Equitable UTK Classrooms” that has been planned for March 1 – 2 at the SCOE Conference Center at no cost to the participants.
 - Day 1: Leadership Practices to Support, Integrate, and Align UTK
 - Day 2: Leading Equitable UTK Classrooms That Foster Social Emotional Development

We hope that many of our site administrators can take part in this opportunity.

Special Education

Marty Remmers, Director

- Due to the weather, our first “in-house” CPI training scheduled for January 5th & 6th was canceled. We pivoted to provide chunks of this training every Wednesday until the training is complete. Our goal is to have the six required hours of training completed by 2/27/23. Thanks to Jocelyn Barrios for being flexible and committed to getting this valuable training completed.
- Our next CPR training is March 20, 2023. All are welcome to attend.
- Our program leaders held their Engagement Survey Discussion and action planning sessions on December 7th, 13th, and 14th. Each session had great participation from all staff. We finalized our action plans for each group and are now focusing on doing the work laid out in these action plans.
- Our first set of Walk-throughs with Dr. Linda S. James from I-lead were completed on 1/24/23 and 1/26/23. We are scheduling our second set of walk throughs for the first week of March. We are committed to providing instructional support to our teachers in our county programs.
- Greengate has been selected for a pilot program assessing school safety. On 2/16/23, a collaborative group of professionals will be meeting at Greengate to conduct a site assessment to determine the ability of the facility/program to protect, prevent, respond, and mitigate against potential hazards and threats to its people and structures.
- Spring Fling update! The committee has recommended a later date, so please hold April 21st for the Spring Fling. This is also on a Friday, which will hopefully allow more satellite program attendance.
- Our teachers and support staff are starting to prepare for statewide assessment season. We will first be conducting the ELPAC for our English Learners and then CAASP/CAA. Trainings are taking place as we speak to prepare our teachers to deliver these assessments.
- Jessica Bohatch, Principal for YCOE and Robyn Grippa, BCBA, continue to work on revitalizing our Horizon Program’s point and level system. They are systematically meeting with classroom teams to investigate areas of strengths and weaknesses in supporting positive behavior and continue to work with each team to make needed changes.

- In our many varied programs in Yolo County Office of Education, not only do we use curriculum and textbooks from our host districts, but we also use targeted supplemental curriculum to educate the child as a whole. One example of this type of supplemental curriculum we use is called Virtual Job Shadow/Pathful Explore.
 - Guiding students to become college, career, and life ready, Pathful Explore provides a combination of interactive tools, assessments, and real-world exploration videos to empower students so they can explore diverse career pathways.
 - Pathful Explore helps schools & districts support students with:
 - Students' Career Profiles and Individualized Graduation Plans
 - College & career research based on up-to-date data
 - Workplace preparation, including resume and cover letter building
 - Virtual job shadowing opportunities
 - Internships, jobs, and work-based learning search
 - Financial aid/scholarship search and e-Transcript transfer

Inclusive Early Education Expansion Program (IEEEP)

Sara Portugal, Program Specialist II

- Sensory Processing and the Young Child professional development is scheduled for February 25th. Sixty-two participants are confirmed to date.
- Revived a partnership with California Alta Regional Center's Early Intervention Division to collaborate on Professional Development and parent support needed in Yolo County for children in the 0 – 3 age range.
- Submitted quarterly progress reports and budget revisions for the month of January.

Teaching & Learning

Deb Bruns, Director

Language & Literacy

- District & site administrators from four Yolo County school districts attended the **English Learner Roadmap, Administrator Strand** in person at our conference center, facilitated by YCOE's Heather Schlaman. During the session, participants were also able to listen in on **Developing Educator Expertise to Work with Adolescent Multilingual Learnings**, a webinar introduction to open source modules for teacher professional learning. Dr. Schlaman was a featured panelist as one of the authors of the modules.



- Deb Bruns participated in the **EL RISE Principals' Forum for Anchor Districts** along with district and site administrators from Woodland JUSD and representatives from the five “anchor” districts from Los Angeles, Tulare and Sacramento Counties. The Forum was an opportunity to celebrate and share successes and challenges over the three-year grant period. YCOE is one of the 4 anchor county offices of education in EL RISE (English Learner Roadmap Implementation for Systemic Excellence). [Photos](#) include State Superintendent of Public Instruction, Tony Thurmond, virtually addressing the forum; Woodland JUSD principals participating in a small group focus session and the Yolo team with Dr. Laurie Olsen, Californians Together.

College & Career Readiness

- The first **Community Health Worker Certification course** launched in January with 15 participants including YCOE staff, community members and two Chavez Extension Program (CEP) students. The CCR team is piloting this short-term course in partnership with Berkeley City College. In conjunction with the launch of the class, YCOE hosted the first CHW Advisory Workgroup. Participants included Health & Human Services Administration (HHS), Communicare, Yolo County Children’s Alliance (YCCA), United Way, Valley Vision, Northern Valley Indian Health, CA Dept of Ed, and Sacramento County Office of Education
- YCOE hosted the Labor Occupational Health Program (UC Berkeley) training on **Youth@Work: Talking Safety Workshop** for teachers, educators, and advocates. Local districts, community partners, and regional peers attended. (Some as far away as Las Vegas and Fresno). The workshop will be offered again in May to develop our own master trainers for Yolo County.
- Two **YCCP students** started as **Harbor Freight Fellows** - one at the Bike Garage in Davis (Cannery) and one at YCOE SOS (our second intern placed with the very supportive SOS team!). Next group of students will be going through the interview process and placement in another two weeks.

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

3. RECOGNITION OF GUESTS AND PRESENTATIONS

3. 1. Honor the 2023 Yolo County Teacher of the Year - Erica Chung, English and Piano Teacher at Woodland High School 

Description

The Yolo County Board of Education will honor the 2023 Yolo County Teacher of the Year - Erica Chung, English and Piano Teacher at Woodland High School (Woodland Joint Unified School District).

Supporting Documents



Press Release_ Woodland Teacher Named Yolo County Teacher of the Year



Yolo County School Boards Association

FOR IMMEDIATE RELEASE

September 27, 2022

Contact: Anthony Volkar, Public Information Officer
anthony.volkar@ycoe.org, 530-219-9271

Woodland Teacher Named Yolo County Teacher of the Year
Selection Announced at Annual 'Excellence in Education' Awards

Woodland, CA - On Monday night (September 26), the Yolo County School Boards Association (YCSBA) announced the 2022-2023 Yolo County Teacher of the Year. This year's honor goes to Erica Chung, an English and music teacher at Woodland High School.

Chung was selected from among the nominated teachers from public, private and charter schools in Yolo County. Her selection was announced at the annual 'Excellence in Education' awards ceremony held on Monday evening at the Yolo County Office of Education in Woodland.

Born and raised in Woodland, Chung now works as a teacher in the same community in which she was raised. She notes that like a lot of her students, she was also born into an immigrant family and her father worked in the agricultural industry. She credits these experiences with being able to connect with her students.

Chung has worked for the Woodland Joint Unified School District since 2001 and this school year marks her 22nd year of teaching. After earning her teaching credential from Sacramento State in 2001, Chung started as an English teacher at Douglass Junior High School before transferring to Woodland High School in 2003.

Chung is an active member of her school community. For the past 12 years, Chung she served as co-coordinator for the campus' Veterans Project, which invites local Veterans to be interviewed by students in the junior class. During her time of involvement, over 70 Veterans have participated in the project, with their military service ranging from serving during World War II to the war in Afghanistan.

Chung is also part of the school's Agriculture Academy and assists with Woodland FFA. She also teaches beginning, intermediate and advanced piano.

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



Yolo County School Boards Association

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

Chung was selected by a nominating committee that reviewed the submitted nominations for Teacher of the Year. Each candidate was evaluated on their contribution to school and community involvement, leadership and commitment, and local support from co-workers, school administrators, and community members.

In her nomination materials, school and district leaders shared their enthusiasm for selecting her as Teacher of the Year.

“Ms. Chung is a teacher of excellence,” said Eric Dyer, agriculture instructor at Woodland High School. “She is a highly qualified educational leader who is active in our school community. Students seek her classes as they are not only beneficial to their educational plans but she holds them to very high standards and yet is able to differentiate and scaffold her instruction to meet all students’ needs.”

“Ms. Chung is an amazing teacher who demonstrates excellent performance and goes above and beyond for our students,” said Peter Lambert, principal at Woodland High School. “She is definitely a great asset to our school and we’re all proud to congratulate her on her stellar achievement.”

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

###

[Link to courtesy photo of Erica Chung](#)

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

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

4. CONSENT AGENDA

Quick Summary / Abstract

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

Approval of Minutes:

- a. January 10, 2023 Regular Board Meeting
- b. TCC's (January 2023)

Supporting Documents



1-10-23 Minutes



TCC's January 2023 5 totals

YOLO COUNTY BOARD OF EDUCATION
Regular Meeting: January 10, 2023
MINUTES

1.0 OPENING PROCEDURES

- 1.1 Call to Order and Roll Call. The Yolo County Board of Education met on January 10, 2023, at 3:31 p.m. at a Regular Board meeting session in person and via Zoom. Board Members present were: Armando Salud-Ambriz, Shelton Yip, Tico Zendejas. President Zendejas presided. Elizabeth Esquivel and Melissa Moreno are absent. Superintendent Garth Lewis was present. (Roll Call held).
- 1.2 Land Acknowledgement Statement. The land acknowledgement statement was conducted.
- 1.3 Pledge of Allegiance. The pledge of allegiance was conducted.
- 1.4 Approval of Agenda.
Move Item # 15.5 Yolo County Office of Education (YCOE) Audit Report to Item # 11.

Approve agenda with correction.

MOTION: Yip **SECOND:** Salud-Ambriz **AYES:** Yip, Salud-Ambriz, Yip, Zendejas **NOES:** None **ABSENT:** Esquivel and Moreno

- 1.5 Public Comment.

Received from Brenden White by Google form.

I am writing to express my profound disappointment with COE counsel's approach to a lawsuit filed by the family and estate of Max Benson. Last year, on February 7, 2022, a lawyer by the name of Jason M. Sherman, from the law firm of Johnson Schachter & Lewis, filed a Run 11 motion in federal district court seeking approximately \$20,000 in sanctions against Max Benson's family. The Board may remember that Max Benson was killed in 2018 by staff at Guiding Hands, a non-public school with which Yolo COE at one time had a contract. While I understand the Board's desire and right to defend itself from that lawsuit, the tone taken by Mr. Sherman shows a complete lack of professional judgment on his part. He accuses the family of a dead child of "harassing" COE for the purpose of forcing COE to "expend attorney' fees defending a frivolous lawsuit." The man is obviously tone-deaf because he has no idea how insulting his legal arguments are to the family of Max Benson. As a citizen and taxpayer of this community, I am ashamed at this style of legal advocacy. I call upon the Board to repudiate Mr. Sherman's tactics and to apologize to the community for the shameless attack by COE's lawyers on Max Benson and his family. Do better!

2.0 REPORTS

2.1 Board Reports

Trustee Salud-Ambriz

- Attended tour of Cesar Chavez Community School.
- If the public is interested in meeting one to one, please contact YCOE or him directly.

Trustee Yip

- Attended swearing in ceremony for Superintendent Garth Lewis on January 2, 2023.
- Looking forward to attending the January 14, 2023, Yolo Youth Commission swearing in ceremony.
- Visited Empowering Possibilities International Charter (EPIC) school. The founder and CEO, Dr. Cindy Petersen has retired. Jason Sample is the new Superintendent for Gateway Community Schools.
- Please sign up online to attend the movie premiere of “Shattered Dreams” which is about human trafficking.
- Discussed the upcoming Breaking Barriers symposium. He is looking forward to watching keynotes (Actress Goldie Hawn was the keynote last year). Can this information be available online?

Trustee Zendejas

- Welcomed everyone back to school from the holidays.
- Discussed the closure (due to weather) of Esparto schools on Thursday.
- Attended swearing in for Superintendent Lewis also and was honored to be there.

Superintendent

- Discussed upcoming Yolo Youth Commission meeting and the Oath of office will be held from noon to 4 p.m. Trustee Moreno will be joining us to welcome the youth and public.
- Commented on the list of schools that are being recognized at the California School Recognition Program (CSRP) Awards Ceremony on February 16, 2023. Cesar Chavez Elementary School in Davis is being recognized for closing their achievement gap and performance. He congratulated Principal Dunn and Superintendent Matt Best on this achievement.
- Expressed appreciation to staff and board who attended the swearing-in ceremony that he participated in. It was an opportunity to recognize the collaborative spirit of Yolo County.
- All programs have returned to school from the holidays.
- Recognized Office of Emergency Services (OES) in Yolo County who supported communication and emergency needs during the severe rain and storms recently.

SAT

Administrative Services

Crissy Huey, Associate Superintendent, Administrative Services reviewed her Board report.

- Thanked the operations and maintenance staff for their hard work during the storms.
- She also thanked the Information Technology (IT) team who restored internet systems that crashed.

Educational Services

Maria Arvizu-Espinoza, Associate Superintendent, Educational Services reviewed her Board report.

- Update was given (PowerPoint was added to Item 2.1 which was posted online) for the Roadmap to the Future.
- Discussed the School Accountability Report Card (SARC) update which is usually in January, but the California Department of Education (CDE) just released the template in the second week of December. She stated that they will meet the deadline for February 1 but will bring the SARC to the Board at the February 14 meeting. Any changes will be submitted to CDE as a second-round document.

Committees

None

2.2

Associations

None.

3.0 **CONSENT AGENDA**

Motion to Approve Consent Agenda.

MOTION: Salud-Ambriz **SECOND:** Yip **AYES:** Salud-Ambriz, Yip, Zendejas **NOES:** None **ABSENT:** Esquivel, Moreno.

Trustee Yip requested information on the California County Superintendents (CCS) platform. Superintendent Lewis discussed the five (5) priorities and platform which was in the Board packet. Association of California School Administrators (ACSA) and the California School Boards Association (CSBA) have similar items in their platforms. Trustee Yip asked about funding for programs and how to address student achievement gaps.

Superintendent Lewis described the five (5) priorities:

Item 1 includes the processes that we have in place for school districts.

Item 2 includes technical assistance to the school district.

Items 3 and 4 include the Roadmap to the Future and increasing services at school sites which include the academic and social emotional needs.

Item 5 is collaboration with school districts, Solano Teaching, Sacramento State post-secondary which includes a pipeline for staff, activity happening in area and support and resources for state.

4.0 HIGH SCHOOL DIPLOMA AWARDED TO ENRIQUE RIOS, CESAR CHAVEZ COMMUNITY SCHOOL

President Zendejas stated that this item is very special, and he is very pleased to be a part of this presentation and part of the Esparto community. President Zendejas introduced Superintendent Lewis who welcomed the Board and community. Heather Schlaman, Principal and Gayelynn Gerhart, former principal presented the diploma to Lola Rios, mother to Enrique Rios.

Principal Schlaman stated that the diploma represents his educational pursuits and his families support. She also thanked the family for being here. Gayelynn Gerhart, former Principal at Cesar Chavez Community School commented on their grief and the lovely young man that participated into the Yolo County Career Program (YCCP). Ms. Rios commented and thanked everyone. She appreciates Cesar Chavez Community School and remarks on how her son never missed a day in the YCCP program that he loved. President Zendejas thanked everyone for attending.

**Recess at 4:01 PM.
Returned to meeting 4:08 PM**

Trustee Esquivel arrived at 4:15 PM

5.0 ACTION ITEMS

6.0 RESOLUTION #22-23/33 Resolution in Support of African American History Month – February 2023

Superintendent Lewis presented this item and apologized that Marlene Bell could not make the meeting to accept the resolution. Superintendent Lewis stated that Monday we are celebrating Martin Luther King’s (MLK) birthday and the country owes an immense debt to him for his resiliency and focus during the freedom march.

Motion to approve RESOLUTION #22-23/33 Resolution in Support of African American History Month –February 2023

MOTION: Yip **SECOND:** Salud-Ambriz **AYES:** Yip, Salud-Ambriz, Esquivel, Zendejas **NOES:** None **ABSENT:** Moreno

7.0 RESOLUTION #22-23/34 Human Trafficking Awareness Month – January 2023 Superintendent Lewis presented this resolution to Jen Vasquez, Anti Human Trafficking

Advocate. Selina Higgins and Jen Vasquez commented on the resolution and thanked staff. They appreciate raising awareness on this subject and asked everyone to join in watching the human trafficking film, “Shattered Dreams” on Tuesday at 6 PM. Information on this film is on the foster care education website. Vice President Yip commented on the human trafficking problem which needs our help to resolve. President Zendejas stated that the board will take a vote at the end of the next resolution.

- 8.0 RESOLUTION #22-23/35 Career Technical Education (CTE) Month – February 2023
Superintendent Lewis presented this resolution to Deborah Bruns, Director, Teaching and Learning. He also requested a language change in the resolution from *motivating potential dropouts to inspiring students to pursue education*.

Motion to approve Human Trafficking Awareness Month – January 2023 and Career Technical Education (CTE) Month – February 2023 resolution with the language change in resolution from *motivating potential dropouts to inspiring students to pursue education*.

MOTION: Yip **SECOND:** Salud-Ambriz **AYES:** Yip, Salud-Ambriz, Esquivel, Zendejas **NOES:** None **ABSENT:** Moreno

President Zendejas asked Trustee Esquivel if she wanted to make a board report. Trustee Esquivel commented on the release of the Governor’s budget. She also attended the California County Board of Education (CCBE) Executive retreat. Highlights include the new handbook and how to continue to engage membership, along with advocacy efforts and prioritizing relationships. We work alongside a wonderful team at CCBE and is excited to see the future. She didn’t attend the swearing in for Superintendent Lewis but watched it virtually.

- 15.5 Yolo County Office of Education Audit Report June 30, 2022

Jesse Deol, James Marta & Company presented a PowerPoint on the Audit Report for June 30, 2022. Items shared with the Board included the summary of Audit Results and Communication with Those Charged with Governance documents. These attachments can be found posted on the website.

Questions from trustees include:

Vice President Yip – Thanked Mr. Deol and staff for keeping an eye on the finances. Very pleased there were no findings and no red flags.

Trustee Esquivel thanked Mr. Deol for the report and thanked staff for their level of attention to detail. She expressed great appreciation for the work that went into the audit.

Trustee Salud-Ambriz stated that nothing is better than no findings. Amazing job to staff for wonderful audit.

President Zendejas thanked Superintendent Lewis and team for no findings.

Crissy Huey, Associate Superintendent, Administrative Services thanked Debra Hinely, Director, Internal Fiscal Services, and her team for their work on the audit. This is a very difficult and complex job and appreciates all the training done to help staff.

Debra Hinely, Director, Internal Fiscal Services thanked her team as well as all YCOE employees.

9.0 Close the Charter School Enterprise Fund (Fund 09)

Debra Hinely, Director, Internal Fiscal Services, presented this item and responded to questions from the Board. It is now reconciled and needs to be sent to the county auditor for closure.

Motion to approve the closure of the Charter School Enterprise Fund (Fund 09)

MOTION: Yip **SECOND** Salud-Ambriz **AYES:** Yip, Salud-Ambriz, Esquivel, Zendejas **NOES:** None **ABSENT:** Moreno

10.0 Close the Cafeteria Fund (Fund 13)

Debra Hinely, Director, Internal Fiscal Services, presented this item and responded to questions from the Board. It is now reconciled and needs to be sent to the county auditor for closure.

Motion to approve the closure of the Cafeteria Fund (Fund 13)

MOTION: Salud-Ambriz **SECOND** Esquivel **AYES:** Salud-Ambriz, Esquivel, Yip, Zendejas **NOES:** None **ABSENT:** Moreno

11.0 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 California School Employees Association and its Yolo County Office of Education Chapter No. 639 ("CSEA") to the Yolo County Office of Education ("COUNTY OFFICE") Regarding the 2022-2025 Successor Agreement Negotiations
Public Hearing opened at 4:49 PM and closed at 4:50 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 Yolo County Superintendent of Schools' Response and Initial Proposal to the Yolo County Superintendent of Schools from the American Federation of State, County and Municipal Employees, AFL-CIO (AFSCME) Contract Opener/reopener for Classified Employees
Public Hearing opened at 4:51 PM and closed at 4:52 PM

13.0 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 to Initial Proposal from Yolo Education Association (YEA) and Initial Proposal of Superintendent for

Negotiations for 2023-2024

Public Hearing opened at 4:52 PM and closed at 4:53 PM

15.0 INFORMATION ITEMS

- 15.1 Yolo County Superintendent of Schools' Response to the Initial Proposal from the California School Employees Association Yolo County Chapter #639 and Initial Proposal of Superintendent for Successor Contract Negotiations for 2022-2023, through 2024-2025

Superintendent presented this item to the Board.

- 15.2 Yolo County Superintendent of Schools' Response to the Initial Proposal from the American Federation of State, County and Municipal Employees Union, AFL-CIO (AFSCME) Council 57, Local 156, 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 2023-2024

Superintendent presented this item to the Board.

- 15.3 Yolo County Superintendent of Schools' Response to the Initial Proposal from the American Federation of State, County and Municipal Employees Union, AFL-CIO (AFSCME) Council 57, Local 156, 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 2023-2024

Superintendent presented this item to the Board.

- 15.4 Yolo County Superintendent of Schools' Response to the Initial Proposal from the Yolo Education Association (YEA) and Initial Proposal of Superintendent for Negotiations for 2023-24 moving forward. Bargaining in same budget in place where we can budget for upcoming year.

Superintendent presented this item to the Board.

- 15.6 Head Start/Early Head Start Reports

Shannon McClarin, Director, Early Childhood Education reviewed the Board report.

Items discussed included: Onboarded education manager and program administrator who will start at YCOE next week.

- 15.7 Attendance Board Report

Heather Schlaman, Principal, Cesar Chavez Community School presented this item.

Items discussed included:

- Extended suspension transition to independent studies and significant

changes to how we are serving students.

- Staff is hoping attendance will look better next month.
- YCCP and Chavez extension program were discussed. Trustee Esquivel asked if there was a goal for the extension program? Staff commented on the teachers and students transition into program. The principal of King High school is also very interested in the program but needs a better understanding of alternative schools.

- 15.8 Local Control and Accountability Plan (LCAP) November 2022 Update
Maria introduced Heather Schlaman, Principal, Cesar Chavez Community School and Sonia Rambo, Director, Wellness and Prevention, who presented this report and answered questions from the Board.

Items discussed included:

There was an equity audit at Chavez school and findings included communication to parents, implementing student blueprint and working on a full-service community school using four (4) pillars. Student blueprint was shared along with the graduate profile that includes:

- Healthy mind & body
- Civic minded community leader
- Critical thinker and problem solver
- Creative and adaptive learner
- Responsible and accountable
- College and career ready

Staff discussed strategy priorities, wellness for students and partnerships with school. Trustee Salud stated the information is incredible and very engaging for students.

Ms. Rambo discussed foster youth data. A handout was given to the Board with grade level, gender, and county jurisdiction data. Handouts have been posted online. She also discussed community partnerships, collaboration and the hiring of new staff in September. There will be an Outreach Specialist that will start soon along with a quarterly newsletter from the department.

Trustee Esquivel asked how many foster youths are served by Yolo COE. Staff commented and Trustee Yip stated that there are no homes for these kids.

Copies of the first edition quarterly report from the Prevention and Wellness department will be on the website and staff will provide future copies to the Board.

- 15.9 Discussed YCBE Retreat Goals for April 3, 2023, meeting.
President Zendejas stated that this is a brief topic and wanted trustees to begin to think about goals for retreat. Trustees will have more discussion on this subject at the February meeting.

- Trustee Yip would like to focus on the new CCBE handbook.
- Trustee Salud-Ambriz asked for a copy of what the retreat goals were from last retreat.
- Trustee Esquivel discussed possibly creating a new student liaison for the Board.

Superintendent Lewis stated that staff will send trustees the retreat agenda goals from last year in advance of the meeting.

15.10 Monthly Board Financial Report

Debra Hinely, Director, Internal Fiscal Services presented this report and answered questions from the Board.

16.0 Suggested future agenda items.

- Turnover and emergency credential conditions in YCOE – Future update
- Facilities update – Future meeting.

17.0 ADJOURNMENT. The meeting was adjourned at 5:27 p.m.

MOTION: Esquivel **SECOND:** Salud-Ambriz **AYES:**
Esquivel, Salud-Ambriz, Yip, Zendejas **NOES:** None **ABSENT:**
Moreno

Garth Lewis, Superintendent

YOLO COUNTY OFFICE OF EDUCATION
 TEMPORARY COUNTY CERTIFICATES
 FOR DISTRICTS

January 2023

Davis Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Jennifer Aguilar	Multiple Subject Credential

Esparto Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Washington Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Winters Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Woodland Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Barocka Snow	30-Day Substitute Permit
Veronica Aceves	Short Term Staff Permit
Paula Roberts	Short Term Staff Permit

Yolo County Office of Education

Applicant Name	Type of Credential/Permit/Certificate
Rose Jinkhie Villasan	30-Day Substitute Permit

Total TCC's for the Month of January 2023: 5

5. ACTION ITEMS

5. 1. RESOLUTION # 22-23/31 Cesar Chavez Day - March 31, 2023 

Description

Approve RESOLUTION # 22-23/31 Cesar Chavez Day - March 31, 2023,

Recommendation

Staff recommends approval of RESOLUTION # 22-23/31 Cesar Chavez Day - March 31, 2023.

Supporting Documents



Cesar Estrada Chavez Day

Contact Person

President Tico Zendejas will present this resolution to:

Supervisor Angel Barajas
Yolo County Board of Supervisors



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

Resolution #22-23/31 Cesar Estrada Chavez Day – March 31, 2023

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 and Yolo County Superintendent of Schools recognizes March 31, 2023 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 14, 2023 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Tico Zendejas, President
Yolo County Board of Education

Garth Lewis
Yolo County Superintendent of
Schools

5. 2. RESOLUTION #22-23/32 Women's History Month - March 2023 

Description

Approve RESOLUTION #22-23/32 Women's History Month - March 2023.

Recommendation

Staff recommends approval of RESOLUTION #22-23/32 Women's History Month - March 2023.

Supporting Documents



Women's History Month

Contact Person

Trustee Melissa Moreno will present this resolution to:

Karen Urbano, President or designee from the League of Women Voters of Woodland.



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

**Resolution #22-23/32 Women’s History Month – March 2023
“Celebrating Women Who Tell Our Stories”**

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 2023 Women’s History theme, “Celebrating Women Who Tell Our Stories,” honors women in every community who have devoted their lives and talents to producing art and news, pursuing truth and reflecting society decade after decade; 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 and Yolo County Superintendent of Schools designates the month of March 2023 as Women's History Month. The Board of Trustees and Superintendent of Schools 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 14, 2023 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Tico Zendejas, President
Yolo County Board of Education

Garth Lewis,
Yolo County Superintendent of Schools

5. 3. RESOLUTION #22-23/33 Arts Education Month - March 2023 

Description

Approve RESOLUTION #22-23/33 Arts Education Month - March 2023.

Recommendation

Staff recommends approval of RESOLUTION #22-23/33 Arts Education Month - March 2023.

Supporting Documents



Arts Education

Contact Person

Vice President Shelton Yip will present this resolution to:

Stacie Frerichs, Executive Director
Davis Arts Center



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

Resolution #22-23/33: Arts Education Month – March 2023

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 and Yolo County Superintendent of Schools proclaims the month of March 2023 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 14, 2023 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Tico Zendejas, President
Yolo County Board of Education


Garth Lewis
Yolo County Superintendent of Schools

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

Recommendation

The Board is being asked to take action.

Supporting Documents

 Yolo COE 01.05.2023 J-13A Form - (CA Dept of Education)

Contact Person

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

Summary

Due to widespread power outages, schools were closed for all Yolo County Office of Education programs January 5, 2023. Supporting documents are attached.

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

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

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

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME: Yolo County Office of Education		COUNTY CODE: 57	DISTRICT CODE: 10579	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME: Garth Lewis			FISCAL YEAR: 2022-2023	
ADDRESS: 1280 Santa Anita Court, Suite 100			COUNTY NAME: Yolo	
CITY: Woodland		STATE: CA	ZIP CODE: 95776	
CONTACT NAME: Debra Hinely	TITLE: Director Internal Bus.Serv.	PHONE: 530-668-3728	E-MAIL: debra.hinely@ycoe.org	

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

<input type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input checked="" type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input checked="" type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
--	---	--

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

SCHOOL CLOSURE: When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

SECTION B: SCHOOL CLOSURE

Not Applicable (Proceed to Section C)

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

Supplemental Page(s) Attached

Due to severe weather conditions, Yolo County Office of Education special education program was closed. (Thursday, 1/5/2023).

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/paj13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Yolo County Special Education	6077275	Sp. Ed.	1	0	0	January 5, 2023	January 5, 2023	1

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Cesar Chavez Community School	0113787	2020-21	January 27, 2021	Widespread power outages	Yes
Dan Jacobs	5730106	2020-21	January 27, 2021	Widespread power outages	Yes
Yolo County Special Education	6077275	2020-21	January 27, 2021	Widespread power outages	Yes
Cesar Chavez Community School	0113787	2018-19	November 16, 2018	Hazardous air quality due to area wildfire disasters.	No
Dan Jacobs	5730106	2018-19	November 16, 2018	Hazardous air quality due to area wildfire disasters.	No
Yolo County Special Education	6077275	2018-19	November 16, 2018	Hazardous air quality due to area wildfire disasters.	No
Cesar Chavez Community School	0113787	2016-17	May 25-26, 2017	Norovirus outbreak in Yolo County.	No

SECTION C: MATERIAL DECREASE

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

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

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

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

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

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

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

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

Not Applicable (Proceed to Section E)

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

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

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

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of Yolo County Office of Education, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

Tico Zendejas

Shelton Yip

Elizabeth Esquivel

Melissa Moreno

Armando Salud-Ambriz

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

Subscribed and sworn (or affirmed) before me, this 14th day of February, 2023.

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

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

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

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

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

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

Subscribed and sworn (or affirmed) before me, this 14th day of February, 2023.

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

COE contact/individual responsible for completing this section:

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

EXECUTIVE DEPARTMENT STATE OF CALIFORNIA

PROCLAMATION OF A STATE OF EMERGENCY

WHEREAS beginning December 27, 2022, severe winter storms related to a series of atmospheric river systems struck California, bringing high winds, substantial precipitation, and river and urban flooding; and

WHEREAS it is forecasted that additional and continuing storms related to this series of atmospheric river systems threaten California, bringing heavy rainfall, expected flooding, strong winds and wind gusts, falling debris, downed trees, and widespread power outages; and

WHEREAS in preparation for the forecasted storms, multiple California Conservation Corps flood fight crews, fire swift water rescue, and urban search and rescue teams have been strategically prepositioned for emergency response; sandbags have been made available throughout the State; and shelters are opening for displaced individuals; and

WHEREAS these storms forced the closure and caused damage to highways and roads, as well as caused levee and culvert failures, and mandatory evacuations in severely impacted counties, and such impacts will likely continue to be caused by the forecasted storms; and

WHEREAS these storms threatened and continue to threaten critical infrastructure, movement of resources, burn scars from recent wildfires potentially causing mud and debris flows; resulted in and threaten power outages to thousands of households and businesses; and caused and continue to threaten river and urban flooding due to excessive and prolonged rainfall; and

WHEREAS due to the series of atmospheric river systems continuously impacting counties throughout the State, the counties have not had time to mitigate the cascading impacts of these storms; and

WHEREAS under the provisions of Government Code section 8558(b), I find that conditions of extreme peril to the safety of persons and property exist due to these storms; and

WHEREAS under the provisions of Government Code section 8558(b), I find that the conditions caused by these storms, by reason of their magnitude, are or are likely to be beyond the control of the services, personnel, equipment, and facilities of any single local government and require the combined forces of a mutual aid region or regions to appropriately respond; and

WHEREAS under the provisions of Government Code section 8625(c), I find that local authority is inadequate to cope with the magnitude of the damage caused by these storms; and

WHEREAS under the provisions of Government Code section 8571, I find that strict compliance with various statutes and regulations specified in this Proclamation would prevent, hinder, or delay the mitigation of the effects of these storms.

NOW, THEREFORE, I, GAVIN NEWSOM, Governor of the State of California, in accordance with the authority vested in me by the State Constitution and statutes, including the California Emergency Services Act, and in particular, Government Code section 8625, **HEREBY PROCLAIM A STATE OF EMERGENCY** to exist throughout California.

IT IS HEREBY ORDERED THAT:

1. All agencies of the state government utilize and employ state personnel, equipment, and facilities for the performance of any and all activities consistent with the direction of the Office of Emergency Services and the State Emergency Plan. Also, all residents are to obey the direction of emergency officials with regard to this emergency in order to protect their safety.
2. The Office of Emergency Services shall provide assistance to local governments, if appropriate, under the authority of the California Disaster Assistance Act, Government Code section 8680 et seq., and California Code of Regulations, Title 19, section 2900 et seq.
3. As necessary to assist local governments and for the protection of public health and the environment, state agencies shall enter into contracts to arrange for the procurement of materials, goods, and services necessary to quickly assist with the response to and recovery from the impacts of these storms. Applicable provisions of the Government Code and the Public Contract Code, including but not limited to travel, advertising, and competitive bidding requirements, are suspended to the extent necessary to address the effects of these storms.
4. Any fairgrounds the Office of Emergency Services determines suitable to assist individuals impacted by these storms shall be made available to the Office of Emergency Services pursuant to the Emergency Services Act, Government Code section 8589. The Office of Emergency Services shall notify the fairgrounds of the intended use and may immediately utilize the fairgrounds without the fairground board of directors' approval.
5. The California Department of Transportation shall formally request immediate assistance through the Federal Highway Administration's Emergency Relief Program, United States Code, Title 23, section 125, in order to obtain federal assistance for highway repairs or reconstruction.
6. The California National Guard may be mobilized under Military and Veterans Code section 146 to support disaster response and relief efforts, as directed by the Office of Emergency Services, and to coordinate with all relevant state agencies and state and local emergency responders and law enforcement within the impacted areas. Sections 147 and 188 of the Military and Veterans Code are applicable during the period of participation in this mission, exempting the California Military Department from applicable procurement rules

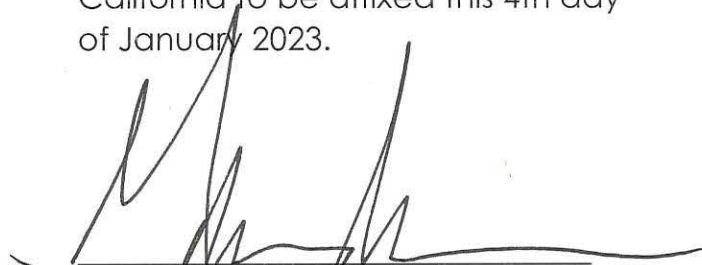
for specified emergency purchases, and those rules are hereby suspended.

7. Any state-owned properties the Office of Emergency Services determines suitable for staging of debris as a result of these storms shall be made available to the Office of Emergency Services for this purpose in accordance with Government Code section 8570.
8. Drivers may exceed the hours-of-service limits specified in California Vehicle Code section 34501.2 and California Code of Regulations, Title 13, section 1212.5 while operating a vehicle engaged in fuel transportation in support of emergency relief efforts, subject to the following conditions:
 - a. Motor carriers or drivers currently subject to an out-of-service order are eligible for the exemption once the out-of-service order expires or when they have met the conditions for its rescission.
 - b. In accordance with Section 1214, Title 13, California Code of Regulations, no motor carrier operating under the terms of this Proclamation will require or allow an ill or fatigued driver to operate a motor vehicle. A driver who notifies a motor vehicle carrier that they need immediate rest shall be given at least ten consecutive hours off-duty before being required to return to service.
 - c. Drivers shall maintain a driver's record of duty status, regardless of number of hours worked each day. These records shall be prepared, submitted, and maintained as required by Section 1213, Title 13, California Code of Regulations.
9. Consistent with Parts 390 and 395, Title 49, Code of Federal Regulations, drivers may exceed the hours-of-service limits specified while operating a vehicle engaged in fuel transportation in support of emergency relief efforts. These waivers shall be in effect for the duration of the driver's direct assistance in providing emergency relief, or thirty (30) days from the date of this Proclamation, whichever is less.
10. In order to allow out-of-state contractors and other utilities driving their own vehicles to provide mutual aid assistance for the restoration of electrical power within the counties impacted by these storms, applicable provisions of the Vehicle Code including, but not limited to, Vehicle Code section 34620 requiring a motor carrier permit [licensing] and imposition of certain fees, are suspended for motor carriers providing such assistance. Also, the requirements for motor carriers and drivers in Vehicle Code sections 1808.1 [pull-notice program that checks for driver's license violations], 27900 [display name on vehicle], 27901 [size and color of display name on vehicle], 34505.5 [requirement to have been inspected within 90 days], and 34501.12 [requirement to set up home base in California] are suspended while providing mutual aid assistance for the emergency restoration of services.

I FURTHER DIRECT that as soon as hereafter possible, this Proclamation be filed in the Office of the Secretary of State and that widespread publicity and notice be given of this Proclamation.

This Proclamation is not intended to, and does not, create any rights or benefits, substantive or procedural, enforceable at law or in equity, against the State of California, its agencies, departments, entities, officers, employees, or any other person.

IN WITNESS WHEREOF I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 4th day of January 2023.



GAVIN NEWSOM
Governor of California

ATTEST:

SHIRLEY N. WEBER, Ph.D.
Secretary of State

5. 5. School Accountability Report Cards (SARCs)

Description


Action item.


Recommendation


The Board is being asked to approve the SARC Alternate Authorizer Designation reports for:

Cesar Chavez
Dan Jacobs
Special Education

Supporting Documents

 Special Education 21-22 SARC_1.30.23

 Dan Jacobs 21-22 SARC_1.30.23

 Cesar Chavez 21-22 SARC_1.30.23

Contact Person

Heather Schlaman, Interim Director, Cesar Chavez Community School and Marty Remmers, Director, Special Education will present on this item.

Yolo County Special Education
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 285 West Beamer St.
Woodland, CA , 95695-2510

Principal: Marty Remmers

Phone: (530) 668-3800

Grade Span:

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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Marty Remmers

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 (ALS); 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.

Marty Remmers, Director of Special Education

Contact

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

Phone: (530) 668-3800
Email: marty.remmers@ycoe.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

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 2022–23)

School Name	Yolo County Special Education
Street	285 West Beamer St.
City, State, Zip	Woodland, CA , 95695-2510
Phone Number	(530) 668-3800
Principal	Marty Remmers
Email Address	jessica.burrone@ycoe.org
Website	www.ycoe.org
County-District-School (CDS) Code	57105796077275

Last updated: 1/26/23

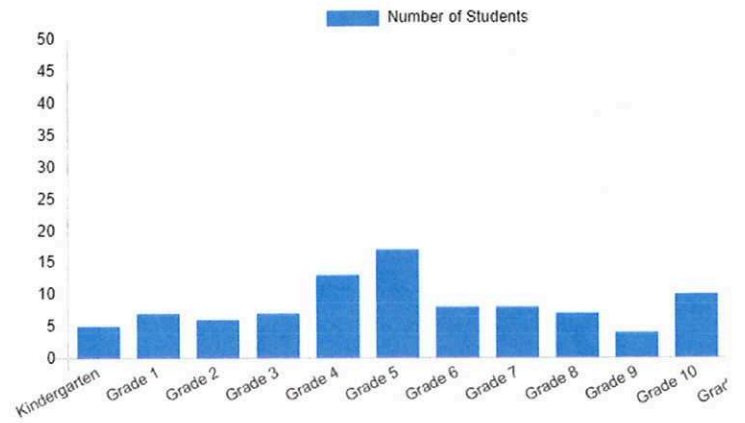
School Description and Mission Statement (School Year 2022–23)

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; behavior services; 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: 1/20/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	5
Grade 1	7
Grade 2	6
Grade 3	7
Grade 4	13
Grade 5	17
Grade 6	8
Grade 7	8
Grade 8	7
Grade 9	4
Grade 10	10
Grade 11	14
Grade 12	48
Total Enrollment	154



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/20/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	28.60%
Male	70.80%
Non-Binary	0.60%
American Indian or Alaska Native	0.00%
Asian	6.50%
Black or African American	7.80%
Filipino	2.60%
Hispanic or Latino	46.10%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	1.90%
White	34.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.20%
Foster Youth	2.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	44.80%
Students with Disabilities	100.00%

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 2020–21)

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)	5.00	26.32	11.90	25.77	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.26	1.80	4.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	10.53	6.40	13.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	13.50	29.34	12115.80	4.41
Unknown	11.00	57.89	12.40	26.83	18854.30	6.86
Total Teaching Positions	19.00	100.00	46.20	100.00	274759.10	100.00

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 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: 1/20/23

Teacher Preparation and Placement (School Year 2021–22)

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 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: 1/20/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	2.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	40.20	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: November 2022

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: 1/25/23

School Facility Conditions and Planned Improvements

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.

Greengate school is aging and will need an infusion of funding to keep it running for another 50 years. Overall, the facility rating is **GOOD**.

Last updated: 1/25/23

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: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>1. Greengate Awing: HVAC supply needs to be reattached.</p> <p><i>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.</i></p>
Interior: Interior Surfaces	Fair	<p>1. Greengate Awing: Itinerate principles office needs to be painted. Paint on brick wall needs to be redone in nurses office.</p> <p>2. Greengate Bwing: Carpet is showing signs of its age. Hazard(s) appear in the flooring. (Torn carpeting, missing floor tiles, or holes appear). Rear restroom has trip hazard. Ceiling tiles have holes or stains in the main room, please glue tile back in place and use flat ceiling paint to cover the paint.</p> <p>3. Greengate Cwing: Casework is showing signs of age. Small holes need to be patched in drywall throughout.</p> <p>4. Greengate Dwing: Casework is past its useful life. Flooring past its useful life.</p> <p>5. Greengate E1: Need to paint the back wall in the bathroom.</p> <p>6. Greengate E2: Classroom needs paint.</p> <p>7. Greengate E3: Classroom generally needs paint.</p> <p>8. Greengate E4: Last cabinet on the left needs the strike repaired.</p> <p><i>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.</i></p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>1. Greengate Awing: Hot water faucets need to be tightened in both rear bathrooms. Aerator needs to be replaced in nurses office.</p> <p>2. Greengate Bwing: Restrooms are NOT fully operational, training restroom shower needs to be finished. Need a cap on the unused sink drain.</p> <p>3. Greengate E4: Staff need the rear sink shut off. Toilets are slow draining.</p> <p><i>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.</i></p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	<p>1. Greengate Bwing: Paint is peeling, chipping, or cracking on doors and door frames.</p> <p>2. Greengate Cwing: Paint is peeling, chipping, or cracking on door frames.</p> <p><i>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.</i></p>
Structural: Structural Damage, Roofs	Good	<p>1. Greengate Cwing: Need to remove old cabling no longer used suspended from ceiling.</p> <p>2. Greengate Dwing: Roofs, gutters, roof drains, and downspouts are NOT free of visible damage, gutter is beyond its useful life.</p> <p>3. Greengate E5: Block wall has a crack in it. Structural engineers will be evaluating it.</p> <p><i>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.</i></p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>1. Greengate Cwing: Windows, doors, or gates are NOT functional and do NOT open, close, and do not lock as designed, (unless there is a valid reason). Office door directly to the left needs the lockset replaced. It is worn.</p> <p><i>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.</i></p>

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good
----------------	------

Last updated: 1/26/23

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:

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

- 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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	8%	N/A	30%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	0%	N/A	26%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data. Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/21/23

**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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	65	85.53	14.47	7.69
Female	25	21	84.00	16.00	4.76
Male	51	44	86.27	13.73	9.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	32	91.43	8.57	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	19	79.17	20.83	5.26
English Learners	19	18	94.74	5.26	11.11
Foster Youth	--	--	--	--	--
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	33	84.62	15.38	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	63	87.50	12.50	7.94

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

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/23

**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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	62	81.58	18.42	0.00
Female	25	21	84.00	16.00	0.00
Male	51	41	80.39	19.61	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	31	88.57	11.43	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	18	75.00	25.00	0.00
English Learners	19	17	89.47	10.53	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	31	79.49	20.51	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	60	83.33	16.67	0.00

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

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT	6.25	NT	6.25	28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	16	69.57	30.43	6.25
Female	--	--	--	--	--
Male	19	12	63.16	36.84	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	9	81.82	18.18	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	11	73.33	26.67	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	14	66.67	33.33	7.14

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: 1/20/23

Career Technical Education (CTE) Programs (School Year 2021–22)

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. YCOE collaborates with district partners, community stakeholders, and families as a committee to ensure appropriate services and programs are being offered.

*Last updated: 1/25/23***Career Technical Education (CTE) Participation (School Year 2021–22)**

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: 1/20/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/20/23

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	62.5%	62.5%	50.0%	37.5%	75.0%
7	62.5%	62.5%	62.5%	62.5%	62.5%
9	0.0%	33.0%	33.0%	33.0%	33.0%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

Last updated: 1/27/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		80.00%			68.70%	65.50%	8.9%	9.4%	7.8%
Graduation Rate		0.00%			21.70%	20.70%	84.2%	83.6%	87.0%



Last updated: 1/20/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian			
Black or African American			
Filipino	0	0	0.00
Hispanic or Latino			
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White			
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services	0.0	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: 1/20/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	182	161	108	67.1
Female	49	45	31	68.9
Male	132	115	76	66.1
American Indian or Alaska Native	1	0	0	0.0
Asian	11	11	8	72.7
Black or African American	14	11	9	81.8
Filipino	4	4	1	25.0
Hispanic or Latino	77	70	46	65.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	3	3	1	33.3
White	71	61	42	68.9
English Learners	29	28	14	50.0
Foster Youth	13	6	5	83.3
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	95	81	60	74.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	179	161	108	67.1

Last updated: 1/20/23

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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	10.58%	4.83%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	9.89%	0.62%	6.03%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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.

Last updated: 1/20/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.89	0.00
Female	10.20	0.00
Male	9.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	9.09	0.00
Asian	0.00	0.00
Black or African American	35.71	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.86	0.00
English Learners	10.34	0.00
Foster Youth	46.15	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	13.68	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.06	0.00

Last updated: 1/20/23

School Safety Plan (School Year 2022–23)

The School Safety Plan is reviewed annually with all safety committees that include staff, the Director of Student and Support Operations, the Program Principal, and parents. Evacuation, lockdown, and earthquake precautions are discussed, and updates are 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: 1/25/23

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 2019–20

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 2020–21

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 (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	1		
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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	15		
Mathematics	4.00	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 2020–21)

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

* 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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	17		
Mathematics	3.00	9		
Science	4.00	6		
Social Science	3.00	8		

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

Last updated: 1/20/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

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

Last updated: 1/20/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	0.40
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	
Other	5.60

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

Last updated: 1/20/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$60175.00	\$60068.00	\$107.00	\$64630.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/21/23

Types of Services Funded (Fiscal Year 2021–22)

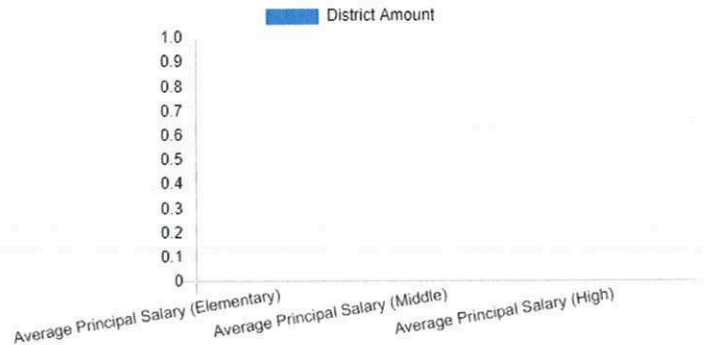
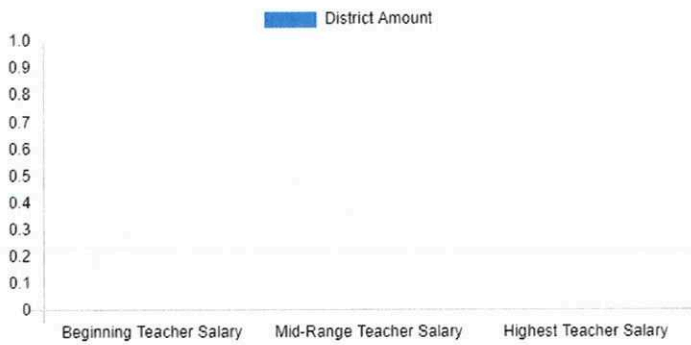
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Last updated: 1/25/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



Last updated: 1/20/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

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%

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

Last updated: 1/20/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/25/23

1. The first part of the document discusses the importance of maintaining accurate records.

2.

3.

4.

5.

6.

7. The second part of the document discusses the importance of maintaining accurate records.

8.

9. The third part of the document discusses the importance of maintaining accurate records.

10.

11. The fourth part of the document discusses the importance of maintaining accurate records.

12. The fifth part of the document discusses the importance of maintaining accurate records.

Dan Jacobs
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 2880 East Gibson Rd.
Woodland, CA , 95776

Principal: Heather Schlaman

Phone: (530) 668-3090

Grade Span:

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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Heather Schlaman

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 a positive and supportive school climate for all students and families.

Heather Schlaman, Principal

Contact

Dan Jacobs
2880 East Gibson Rd.
Woodland, CA 95776

Phone: (530) 668-3090

Email: heather.schlaman@ycoe.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

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 2022–23)

School Name	Dan Jacobs
Street	2880 East Gibson Rd.
City, State, Zip	Woodland, CA , 95776
Phone Number	(530) 668-3090
Principal	Heather Schlaman
Email Address	gayelynn.gerhart@ycoe.org
Website	www.ycoe.org
County-District-School (CDS) Code	57105795730106

Last updated: 1/26/23

School Description and Mission Statement (School Year 2022–23)

Dan Jacobs School serves 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 the opportunity 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 instruction 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, including the development of an individual learning plan. During students' time at Dan Jacobs School, we offer 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 can also earn a high school diploma from Dan Jacobs School. The administration and staff are eager to form strong partnerships with students to support their educational journeys within and beyond Dan Jacobs.

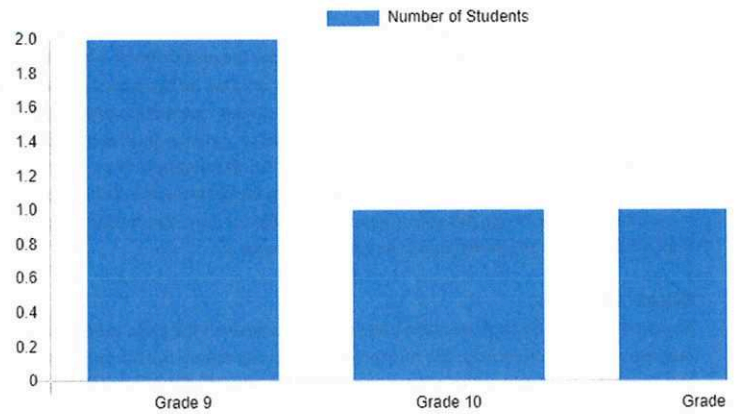
Mission Statement:

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 is to provide a safe, affirming, and engaging learning environment and to provide the pathways and supports students need to achieve their personal, educational, and professional goals. Our students will develop strong positive relationships with peers and staff and will leave prepared for college and a successful career. Students will demonstrate the literacy and numeracy skills necessary to be critical consumers of information and engaged community members.

Last updated: 1/20/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	2
Grade 10	1
Grade 11	1
Total Enrollment	4



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/20/23

Student Enrollment by Student Group (School Year 2021–22)

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	25.00%
Filipino	0.00%
Hispanic or Latino	50.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	25.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	25.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	50.00%

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 2020–21)

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)	0.20	22.22	11.90	25.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	4.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.40	13.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	77.78	13.50	29.34	12115.80	4.41
Unknown	0.00	0.00	12.40	26.83	18854.30	6.86
Total Teaching Positions	0.90	100.00	46.20	100.00	274759.10	100.00

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 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: 1/20/23

Teacher Preparation and Placement (School Year 2021–22)

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 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: 1/20/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.70	
Total Out-of-Field Teachers	0.70	

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 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)	0.00	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1) Edgenuity Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.	Yes	0%
Mathematics	1) Edgenuity 2) Agile Mind Intensified Mathematics 1 (IM1) Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.	Yes	0%
Science	1) Edgenuity Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.	Yes	0%
History-Social Science	1) Edgenuity Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.	Yes	0%
Foreign Language	1) Edgenuity - 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 2023-2024 school year.	Yes	0%
Health	1) Edgenuity - 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 2023-2024 school year.	Yes	0%
Visual and Performing Arts	1) Edgenuity - 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 2023-2024 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: 1/25/23

School Facility Conditions and Planned Improvements

Dan Jacobs School is located within the Yolo County Juvenile Hall, a facility first occupied in August of 2005. The classrooms look well-maintained, and floors have improved from years past. Yolo County Office of Education Support Operations Services is not responsible for the maintenance of the facility; however, YCOE does conduct the FIT report. Overall, the facility rating is **FAIR**.

Last updated: 1/25/23

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: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	<ol style="list-style-type: none"> 1. Dan Jacobs Pad B-1: Vents are obstructed, and vents and grills are excessively dusty or dirty. The return register located on the ceiling is excessively dirty and needs to be vacuumed. 2. Dan Jacobs Pad C-1: Vents are obstructed, and vents and grills are excessively dusty or dirty. The return register located on the ceiling is excessively dirty and needs to be vacuumed. 3. Dan Jacobs Pad C-2: Vents are obstructed, and vents and grills are excessively dusty or dirty. The return register located on the ceiling is excessively dirty and needs to be vacuumed. <p><i>The building is under the supervision of Yolo County. All deficiencies noted will be transmitted to the Superintendent of the facility to address.</i></p>
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	Poor	<ol style="list-style-type: none"> 1. Dan Jacobs Pad B-1: Paint is peeling, chipping, or cracking on the doors and door frames. 2. Dan Jacobs Pad C-1: Paint is peeling, chipping, or cracking on the doors and door frames. 3. Dan Jacobs Pad C-2: Paint is peeling, chipping, or cracking on the doors and door frames. <p><i>The building is under the supervision of Yolo County. All deficiencies noted will be transmitted to the Superintendent of the facility to address.</i></p>
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

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

Last updated: 1/25/23

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).
- **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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	--	N/A	30%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A		N/A	26%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data. Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/21/23

**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 2021–22)**

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

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

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/23

**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 2021–22)**

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

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

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/23

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT		NT	6.25	28.5	29.47

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

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/23

CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	0	0	0	0	0
Female	0	0	0	0	0
Male	0	0	0	0	0
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	0	0	0	0	0
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	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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: 1/20/23

Career Technical Education (CTE) Programs (School Year 2021–22)

The Yolo County Office of Education College and Career Readiness Department makes resources available for Dan Jacobs school in the areas of career exploration and preparation for the world of work. There are no full CTE program sequences at this time. There is no active CTE Advisory Committee at DJS currently.

Last updated: 1/20/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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: 1/20/23

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/20/23

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	0.0%	0.0%	0.0%	0.0%	0.0%
7	0.0%	0.0%	0.0%	0.0%	0.0%
9	0.00%	0.0%	0.0%	0.0%	0.0%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

Last updated: 1/25/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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.

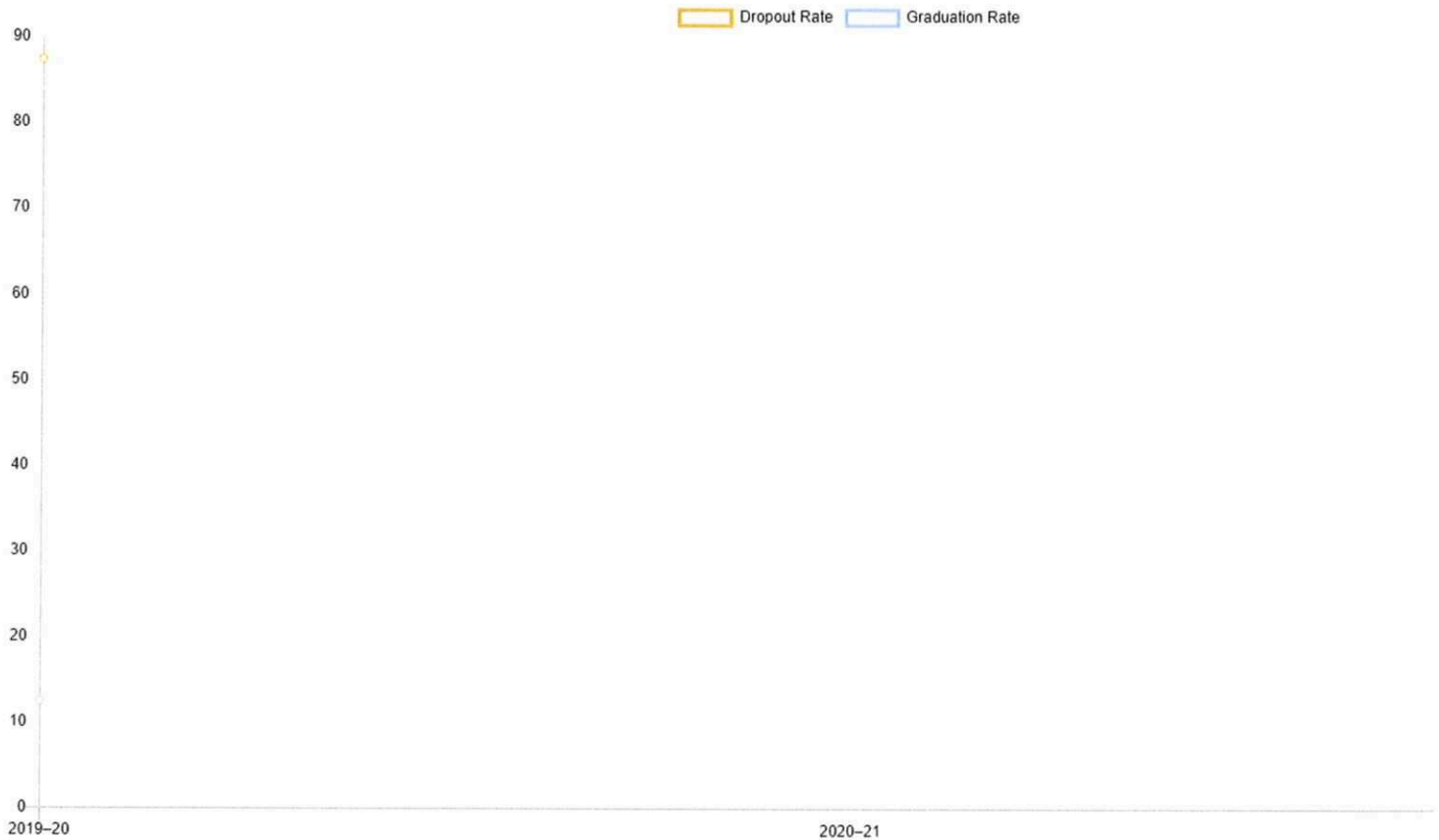
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		87.50%			68.70%	65.50%	8.9%	9.4%	7.8%
Graduation Rate		12.50%			21.70%	20.70%	84.2%	83.6%	87.0%



Last updated: 1/20/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female	0.0	0.0	0.0
Male			
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American			
Filipino	0	0	0.00
Hispanic or Latino			
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners			
Foster Youth			
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services	0.0	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: 1/20/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	28	5	4	80.0
Female	4	0	0	0.0
Male	24	5	4	80.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	0	0	0.0
Black or African American	3	2	2	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	14	1	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	0	0	0.0
White	8	2	2	100.0
English Learners	6	0	0	0.0
Foster Youth	7	4	3	75.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	28	5	4	80.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	7	4	4	100.0

Last updated: 1/20/23

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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	4.76%	4.83%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	5.56%	0.00%	0.62%	6.03%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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.

Last updated: 1/20/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

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

Last updated: 1/20/23

School Safety Plan (School Year 2022–23)

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: 1/20/23

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 (Secondary) (School Year 2019–20)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	1.00	1		
Mathematics	1.00	2		
Science	1.00	1		
Social Science	1.00	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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	1.00	3		
Mathematics	1.00	4		
Science	2.00	2		
Social Science	2.00	2		

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

Last updated: 1/20/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

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

Last updated: 1/20/23

Student Support Services Staff (School Year 2021–22)

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

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

Last updated: 1/20/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$109685.00	\$35653.00	\$74032.00	\$77133.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/21/23

Types of Services Funded (Fiscal Year 2021–22)

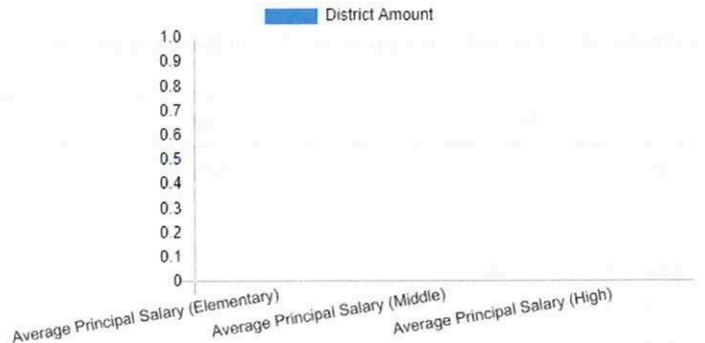
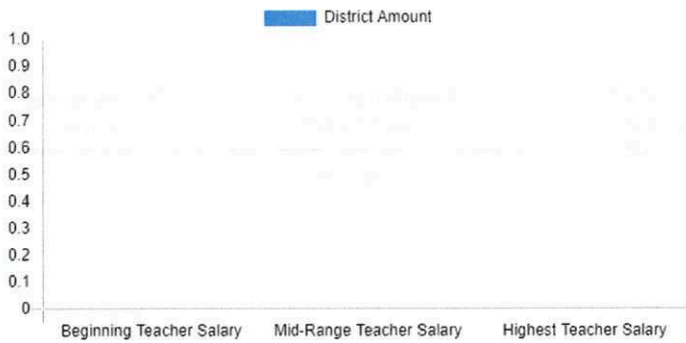
An instructional teacher and para-educator are present in all classrooms. There is always also at least one probation officer present in the classroom. Yolo Arts provides art instruction. The Power Source program, an evidence based SEL program, is provided as well. Power Source equips adolescents with 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. Dan Jacobs School is also implementing culturally responsive curriculum and with the support of a Reading with Relevance coach.

Last updated: 1/20/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



Last updated: 1/20/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

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%

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

Last updated: 1/20/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/25/23

1. The first part of the document discusses the importance of maintaining accurate records.

2. This section outlines the various methods used to collect and analyze data.

3. The results of the study are presented in the following table.

4.

5.

6.

7. The data shows a clear trend in the number of cases over time.

8.

9. The following table provides a detailed breakdown of the data collected during the study.

10.

11.

12.

Cesar Chavez Community
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 255 West Beamer St.
Woodland, CA , 95695-2510

Principal: Heather Schlaman

Phone: (530) 668-3090

Grade Span:

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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Heather Schlaman

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 about 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) referred by probation. This report includes information about student achievement, school safety, staffing, curriculum, and instructional materials. Cesar Chavez is currently in the planning process to become a full-service community school, which will offer expanded learning opportunities and integrated supports and services to students while engaging families and community partners in the leadership and ongoing improvement of the school. CCCS staff and leadership are committed to building and maintaining strong, trusting relationships with students and families; setting and holding high expectations for students; affirming students' identities; and supporting students' personal and academic growth. We have a highly trained staff who regularly exceed expectations in developing relationships with students who have faced a range of challenges in their past schooling experiences. Many of our students have been marginalized in school and have developed a mistrust of the system and the adults in the system. We view it as our responsibility to counteract the harm students have experienced and to help them see themselves as knowledgeable and capable people and potential leaders in their communities. While we have made much progress, we recognize we have much work to do to fulfill our mission and our promise to our students and their families. We hope you find the report card a useful resource, and we welcome family and community input as we continue to improve each student's educational experience and academic achievement. Our goal is to create a welcoming, supportive, and rigorous educational environment for our students, families, and staff.

Sincerely,

Heather Schlaman, Principal

Contact

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

Phone: (530) 668-3090

Email: heather.schlaman@ycoe.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

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 2022–23)

School Name	Cesar Chavez Community
Street	255 West Beamer St.
City, State, Zip	Woodland, CA , 95695-2510
Phone Number	(530) 668-3090
Principal	Heather Schlaman
Email Address	gayelynn.gerhart@ycoe.org

Website

www.ycoe.org

County-District-School (CDS) Code

57105790113787

Last updated: 1/26/23

School Description and Mission Statement (School Year 2022–23)

Cesar Chavez Community School is a WASC accredited high school in Woodland, CA. Students are referred to the program by representatives of the five Yolo County school districts for truancy, behavior intervention, expulsion, and probation. As a result of their negative experiences in school and, in many cases, challenging personal circumstances, many of our students are also deficient in credits and anxious about attending and engaging in school. The school serves students in grades 7-12. Students in grades 9-12 can be served in our day school program or through independent study; students in grades 7 and 8 are served exclusively through independent study. In addition to the instructional and administrative staff, a Youth Advocate and Mental Health provider are on campus to provide support to students as needed.

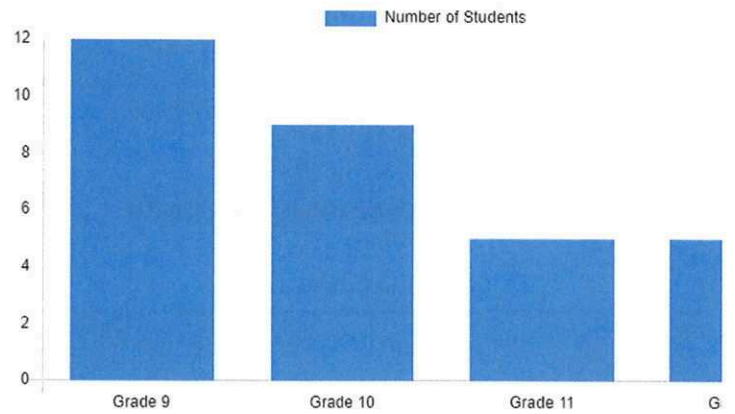
Vision: Cesar Chavez Community School is a community-driven center that provides the highest quality education, promoting success for all students in a setting where students, parents, and staff share responsibility for students' learning and growth, and work together to create a safe, affirming, and engaging learning environment.

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 successful, contributing members of the community.

Last updated: 1/25/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	12
Grade 10	9
Grade 11	5
Grade 12	5
Total Enrollment	31



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/25/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	35.50%
Male	61.30%
Non-Binary	3.20%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	3.20%
Filipino	0.00%
Hispanic or Latino	74.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.50%
White	16.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	35.50%
Foster Youth	3.20%
Homeless	16.10%
Migrant	0.00%
Socioeconomically Disadvantaged	83.90%
Students with Disabilities	41.90%

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 2020–21)

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)	1.40	33.65	11.90	25.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	4.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.40	13.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	32.71	13.50	29.34	12115.80	4.41
Unknown	1.40	33.18	12.40	26.83	18854.30	6.86
Total Teaching Positions	4.20	100.00	46.20	100.00	274759.10	100.00

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 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: 1/25/23

Teacher Preparation and Placement (School Year 2021–22)

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 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: 1/25/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.30	
Total Out-of-Field Teachers	1.30	

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.70	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1) Edgenuity Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.	Yes	0%
Mathematics	1) Edgenuity 2) Agile Mind Intensified Mathematics 1 (IM1) Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.	Yes	0%
Science	1) Edgenuity Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.	Yes	0%
History-Social Science	1) Edgenuity Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.	Yes	0%
Foreign Language	1) Edgenuity Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.	Yes	0%
Health	1) Edgenuity - 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 2023-2024 school year.	Yes	0%
Visual and Performing Arts	1) Edgenuity - 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 2023-2024 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: 1/25/23

School Facility Conditions and Planned Improvements

The campus is located at 255 West Beamer Street, Woodland, CA 95695. Cesar Chavez Community School is comprised 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 in January 2023 and noted that the campus looks well maintained and will need paint before the next school year. Overall, the facility rating is **GOOD**.

Last updated: 1/25/23

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: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	1. Cesar Chavez - Classroom 4: Return grill needs to be vacuumed with horsehair brush. <i>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.</i>
Interior: Interior Surfaces	Fair	1. Administrative Building: Carpet is starting to show its age. 2. Cesar Chavez - Classroom 2: There is evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits) from recent storms, on carpet. 3. Cesar Chavez - Classroom 3: Carpet is showing signs of aging. 4. Cesar Chavez - Restroom Building: Girls restroom, floor is showing signs of aging. <i>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.</i>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	1. Administrative Building: A few screws missing out of the electrical panel. <i>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.</i>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	1. Cesar Chavez Restroom Building: A leak is evident. Vacuum breaking leaking in urinal. <i>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.</i>
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating

Good

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).
- **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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	--	N/A	30%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	%	N/A	26%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data. Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/26/23

**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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
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	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/25/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
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	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/25/23

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	N/T		N/T	6.25	28.5	29.47

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

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/25/23

CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	0	0	0	0
Female	--	0	0	0	0
Male	--	0	0	0	0
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	--	0	0	0	0
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
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	0	0	0	0

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: 1/25/23

Career Technical Education (CTE) Programs (School Year 2021–22)

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

- Provides work-based learning opportunities related to career exploration, resume writing, and interview skills
- Develops enrichment activities and opportunities for students including industry tours and presentations

The YCCP Program offers a CTE course sequence in Entrepreneurship in Applied Digital Media.

YCOE's College and Career Readiness Team seeks out and is advised by industry partners in the fields in which students express interest.

Last updated: 1/25/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	23
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: 1/25/23

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/25/23

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	0.0%	0.0%	0.0%	0.0%	0.0%
7	0.0%	0.0%	0.0%	0.0%	0.0%
9	16.0%	16.0%	16.0%	16.0%	16.0%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

Last updated: 1/25/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

Building relationships with students and families is a high priority at Cesar Chavez Community School (CCCS). Prior to enrollment in CCCS, each student attends a personal orientation meeting with a parent or guardian, led by the principal and attended by the Youth Development Specialist and a CommuniCare mental health provider. These meetings familiarize the student and parent with the school and the supports we provide. We also use these meetings to learn about the student's strengths and needs so we can be prepared to serve them well. All parents and students are invited to a meeting at the beginning of each school year to review any changes in the program and to meet with teachers and support staff. At that time, parents are invited to volunteer on campus or to serve on our School Site Council. These opportunities provide parents with a strong voice on campus and a chance to build relationships with staff and leadership. Teachers and support staff regularly contact families to provide updates on student progress and solicit input. 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 family engagement event in a local park. Progress reports are mailed home to students every quarter so that parents are informed about their students' progress, and newsletters are mailed home at least once per month.

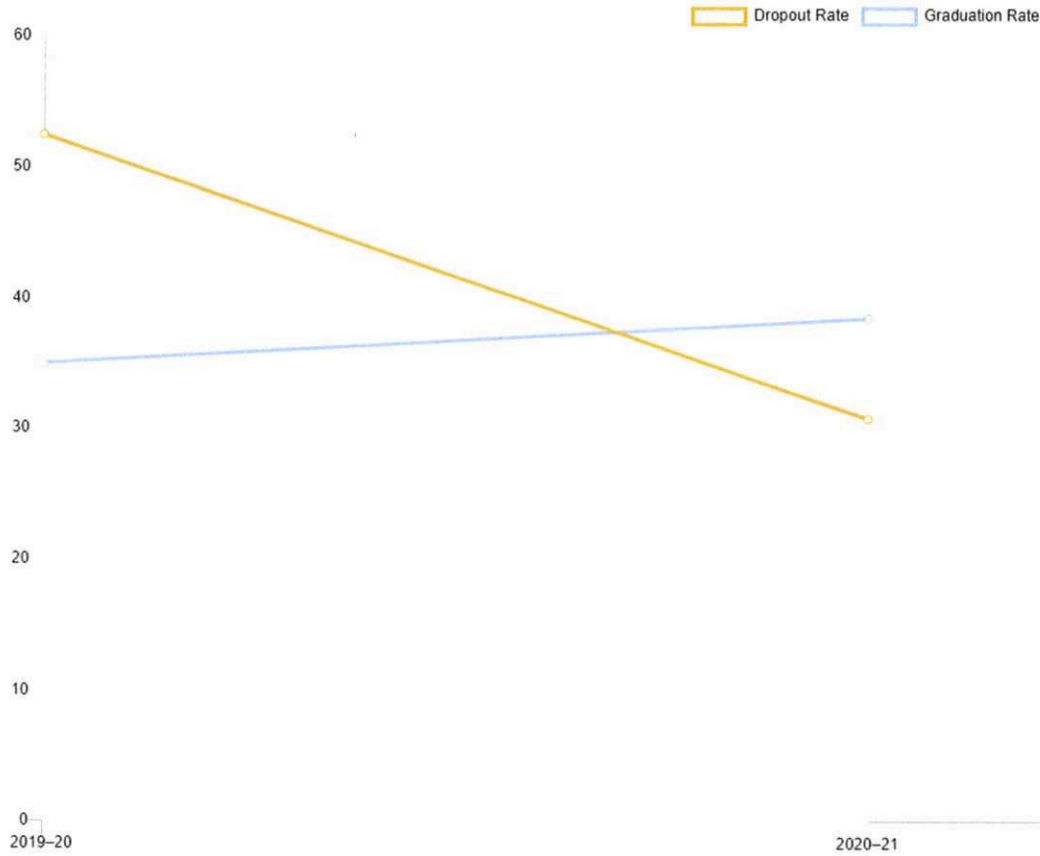
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate		52.50%	30.80%		68.70%	65.50%	8.9%	9.4%	7.8%
Graduation Rate		35.00%	38.50%		21.70%	20.70%	84.2%	83.6%	87.0%



Last updated: 1/20/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	13	5	38.5
Female			
Male			
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
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			
Homeless			
Socioeconomically Disadvantaged	11	4	36.4
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: 1/25/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	50	46	44	95.7
Female	13	13	12	92.3
Male	36	32	31	96.9
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	42	38	37	97.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	2	100.0
White	5	5	4	80.0
English Learners	14	13	13	100.0
Foster Youth	4	4	4	100.0
Homeless	6	5	4	80.0
Socioeconomically Disadvantaged	43	39	37	94.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	17	16	94.1

Last updated: 1/25/23

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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	9.84%	4.83%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	5.77%	26.00%	0.62%	6.03%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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.

Last updated: 1/25/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	26.00	0.00
Female	23.08	0.00
Male	27.78	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	28.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	28.57	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	30.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	29.41	0.00

Last updated: 1/25/23

School Safety Plan (School Year 2022–23)

Cesar Chavez Community School's Comprehensive School Safety Plan was revised and updated during the 2021-22 school year. The Yolo County Office of Education Board will next review and approve the school safety plan in Spring 2023. 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: 1/25/23

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 (Secondary) (School Year 2019–20)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.00	11		
Mathematics	6.00	6		
Science	4.00	7		
Social Science	4.00	12		

* 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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	21		
Mathematics	2.00	15		
Science	2.00	11		
Social Science	2.00	21		

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

Last updated: 1/25/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

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

Last updated: 1/25/23

Student Support Services Staff (School Year 2021–22)

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

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

Last updated: 1/25/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$29321.00	\$9262.00	\$20059.00	\$68906.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/26/23

Types of Services Funded (Fiscal Year 2021–22)

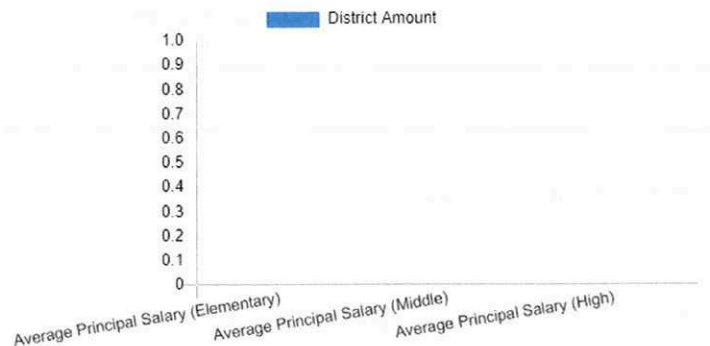
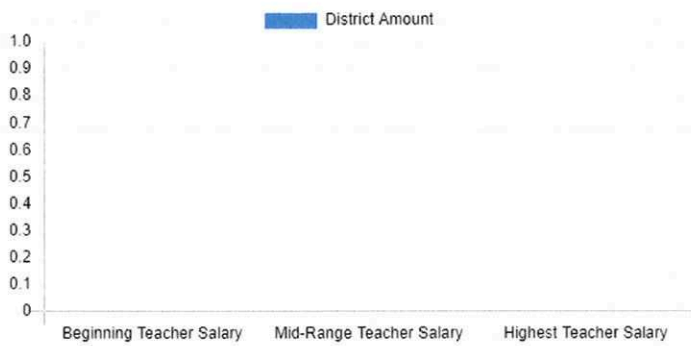
A Youth Advocate works with the school staff to conduct home visits for attendance purposes and provides mentorship to students. Through Yolo Arts, we provide twice-weekly art instruction to students in our day school program and weekly one-on-one art sessions for students on independent study. The Power Source program, provided to all students throughout the school year, is a proven, evidence-based social-emotional learning (SEL) program for high-risk youth that equips our students 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. Health and Human Services and Communicare provide wrap-around supports and guidance related to suicide prevention and mental health. CCCS is also implementing culturally responsive curriculum and practices with support from the UC Davis Mathematics Project, the Yolo Conflict Resolution Center, and a Reading with Relevance coach.

Last updated: 1/25/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



Last updated: 1/25/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

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%

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

Last updated: 1/25/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/25/23

6. INFORMATION/POSSIBLE ACTION ITEM

6. 1. 22-23 Comprehensive School Safety Plans

Description

Please see the attached finalized 22-23 Comprehensive School Safety Plans for board approval:

- Greengate School
- Cesar Chavez Community School
- Dan Jacobs School

Recommendation

Staff recommends that the Board approve the 22-23 Comprehensive School Safety Plans for:

- Greengate School
- Cesar Chavez Community School
- Dan Jacobs School

Supporting Documents



22-23 CSSP Dan Jacobs



22-23 CSSP Cesar Chavez



22-23 CSSP Special Education

Contact Person

Marty Remmers, Director of Special Education and Heather Schlaman, Interim Principal, Cesar Chavez Community School will present this item.

Comprehensive School Safety Plan

2022-2023 School Year

School: Dan Jacobs School
CDS Code: 57-10579
District: Yolo County Office of Education
Address: 2880 E. Gibson Road
Woodland, Ca. 95776
Date of Adoption: 02/14/2023
Date of Update: 02/01/2023
Date of Review:
- with Staff 02/22/2023
- with Law Enforcement February 2023
- with Fire Authority February 2023

Approved by:

Name	Title	Signature	Date
Heather Schlaman	Principal		
Tommy Hobbs	Teacher		
Maria Arvizu-Espinoza	YCOE Associate Superintendent of Educational Services		
Oscar Ruiz	Superintendent, Yolo County Juvenile Hall		
Michelle Vermette	Supervisor, Yolo County Juvenile Hall		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	5
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	5
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	5
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	6
(E) Sexual Harassment Policies (EC 212.6 [b]).....	7
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	8
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	8
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	8
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	10
(K) Hate Crime Reporting Procedures and Policies.....	13
(J) Procedures to Prepare for Active Shooters.....	13
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	15
Safety Plan Review, Evaluation and Amendment Procedures.....	16
Safety Plan Appendices.....	17
Emergency Contact Numbers.....	18
Safety Plan Review, Evaluation and Amendment Procedures.....	19
Dan Jacobs School Incident Command System.....	20
Incident Command Team Responsibilities.....	22
Emergency Response Guidelines.....	23
Step One: Identify the Type of Emergency.....	23
Step Two: Identify the Level of Emergency.....	23
Step Three: Determine the Immediate Response Action.....	23
Step Four: Communicate the Appropriate Response Action.....	23
Types of Emergencies & Specific Procedures.....	24
Aircraft Crash.....	24

Animal Disturbance.....	24
Armed Assault on Campus	24
Biological or Chemical Release.....	24
Bomb Threat/ Threat Of violence	24
Bus Disaster.....	24
Disorderly Conduct	24
Earthquake	24
Explosion or Risk Of Explosion	24
Fire in Surrounding Area	24
Fire on School Grounds	24
Flooding	24
Loss or Failure Of Utilities	24
Motor Vehicle Crash	25
Psychological Trauma.....	25
Suspected Contamination of Food or Water	25
Tactical Responses to Criminal Incidents	25
Unlawful Demonstration or Walkout.....	25
Emergency Evacuation Map.....	26

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 everyone's responsibility. School and county office officials work towards ensuring that grounds and buildings are safe and that safety protocols are clear and in place. Our students have a right to a safe educational 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. Each staff person's readiness is key to that goal. The safety plan is intended to 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 adjust their actions as necessary. 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)

Dan Jacobs School Safety Committee

Principal Heather Schlaman, JDF Supervisors, and Dan Jacobs School Staff

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 their professional capacity or within the scope of their employment, they have knowledge of or observe a child who the mandated reporter knows, or reasonably suspects, has been the victim of child abuse or neglect. All YCOE 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 pod has an Emergency Response binder which contains the comprehensive safety plan as well as our emergency policies and procedures. Each working space that has students or staff has an emergency folder that contains evacuation procedures, emergency contact numbers, basic first aid information, student roster, and site evacuation maps. Drills are done with staff and students monthly 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

Because Dan Jacobs is housed in the Yolo County Juvenile Detention Facility, students are not suspended or expelled from the school. Behavior issues are dealt with according to JDF policies.

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

BP 5119 Students Expelled from Other Districts

BP 5131 Conduct

BP and AR 5144 Discipline

BP and AR 5144.1 Suspension and Expulsion/Due Process

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

BP and SP 5144.3 Student Expulsion Appeals

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

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

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

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

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

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

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

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

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

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

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

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

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the County Office's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the county office investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

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

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

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

It has been determined that appropriate dress for Dan Jacobs School students is the following:

1. The students must be in the attire given by probation (tan shorts, tan pants, colored shirt)
2. Undergarments must be concealed at all times.
3. Sandals and socks must be worn at all times.
4. Sweatshirts can be worn if brought into the classroom.

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

Dan Jacobs School operates two classrooms inside a locked facility run by Yolo County Probation. Access to the facility by parents, outside contractors is limited and needs approval by Yolo County Juvenile Hall Superintendent. Student movement in and out of the facility is controlled and monitored by Yolo County Probation.

(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 facility-wide safety.

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a current Comprehensive School Safety Plan to ensure school-wide safety.	Update safety plan annually.	Yolo County Probation Juvenile Hall Facility Safety Plan (Superintendent, Oscar Ruiz)	Oscar Ruiz, Superintendent Yolo County Probation	2022-2023
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.	Yolo County Probation Juvenile Hall Facility Safety Plan (Superintendent, Oscar Ruiz)	Oscar Ruiz, Superintendent Yolo County Probation	2022-2023
Ensure student safety by practicing emergency drills with students and staff on a regular basis.	Conduct emergency drills: Fire, Lock Down, Code Red, and Emergency Communication	Yolo County Probation Juvenile Hall Facility Safety Plan (Superintendent, Oscar Ruiz)	Oscar Ruiz, Superintendent Yolo County Probation	2022-2023

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.	Due to DJ being in a locked facility school connectedness is difficult due to the restrictions set forth by Yolo County Probation.	Staff, parents, students, service providers, and community members	Heather Schlaman, Principal	2022-2023
Increase parent communication.	Communication with parents is monitored and controlled by Yolo County Probation. .	Teachers, counselors, and administrators	Heather Schlaman, Principal	2022-2023
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	Heather Schlaman, Principal	2022-2023
Develop practices that ensure equity for all youth.	Contract professional development and opportunities that foster equitable practices.	Teachers, para-educators, counselors, and administrators	Heather Schlaman, Principal	2022-2023
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, CommuniCare.	Teachers, para-educators, counselors, and administrators	Heather Schlaman, Principal	2022-2023

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 UC Davis School of Education	Heather Schlaman, Principal	2022-2023

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

Dan Jacobs School Student Conduct Code

Conduct Code Procedures

When a student is booked into the facility a Juvenile Hall detention staff meets with students to review and discuss the importance of behavior and the point system that is implemented facility-wide for all the Youth. Upon enrollment into the school the teacher and/or the paraeducator speak with each student individually about positive school climate, the positive purposes of school discipline and Positive Behavior Intervention Supports (PBIS), 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's positive behavior incentive program and the values of respecting each individual's dignity, and of supporting healthy relationships. Students are provided examples of behaviors that support the facility's goals.

When a more serious misbehavior or breach of community standards or relationships occurs, the principal and Juvenile Hall staff conduct 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.

Juvenile Hall Staff works with YCOE staff to help prevent any further harm to victims, but there may still be times when students feels 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.

YCOE and Yolo County Juvenile Hall Staff recognize the harmful effects of bullying on student learning and school attendance and strive to provide safe school environments that protect students from physical and emotional harm. Juvenile Hall 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 Juvenile Hall Staff for investigation and response. The principal and Juvenile Hall staff will address the issues surrounding the incident with those involved as appropriate.

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 along with Juvenile Hall Staff determine 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, and Juvenile Hall Staff. 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.

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.

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

Dan Jacobs resides in a locked facility. Communication with parents is controlled by Juvenile Hall Staff. Students are strongly encouraged to communicate with Juvenile Hall and YCOE staff, when they feel harassed, threatened, intimidated, or bullied by another student, or by staff. All adults who enter the Juvenile Hall Facility are mandated to follow PREA protocols and procedures when reporting inappropriate behaviors from adult staff to students. 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 county office 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 county office'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.

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 staff and student safety. Lockdowns 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 of county and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying. Comprehensive School Safety Plan 22 of 47 4/24/20 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, recreation areas, hallways, restrooms, and eating areas.

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. They 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 in accordance with Juvenile Hall and county office policies and regulations.

For additional information see:

BP 5131.2(a) - Bullying

BP 5145.3 - Nondiscrimination/Harassment

5145.7 - Sexual Harassment

5145.9 - Hate-Motivated Behavior

AB 2291

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

Safety Plan Review, Evaluation and Amendment Procedures

YCOE recognizes that students and staff have the right to a safe and secure while in Yolo County Juvenile Detention facility where they are free from physical and psychological harm. The Board and Yolo County Probation are fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Superintendent, Principal or designee in collaboration with the Yolo County Juvenile Detention facility superintendent oversees 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

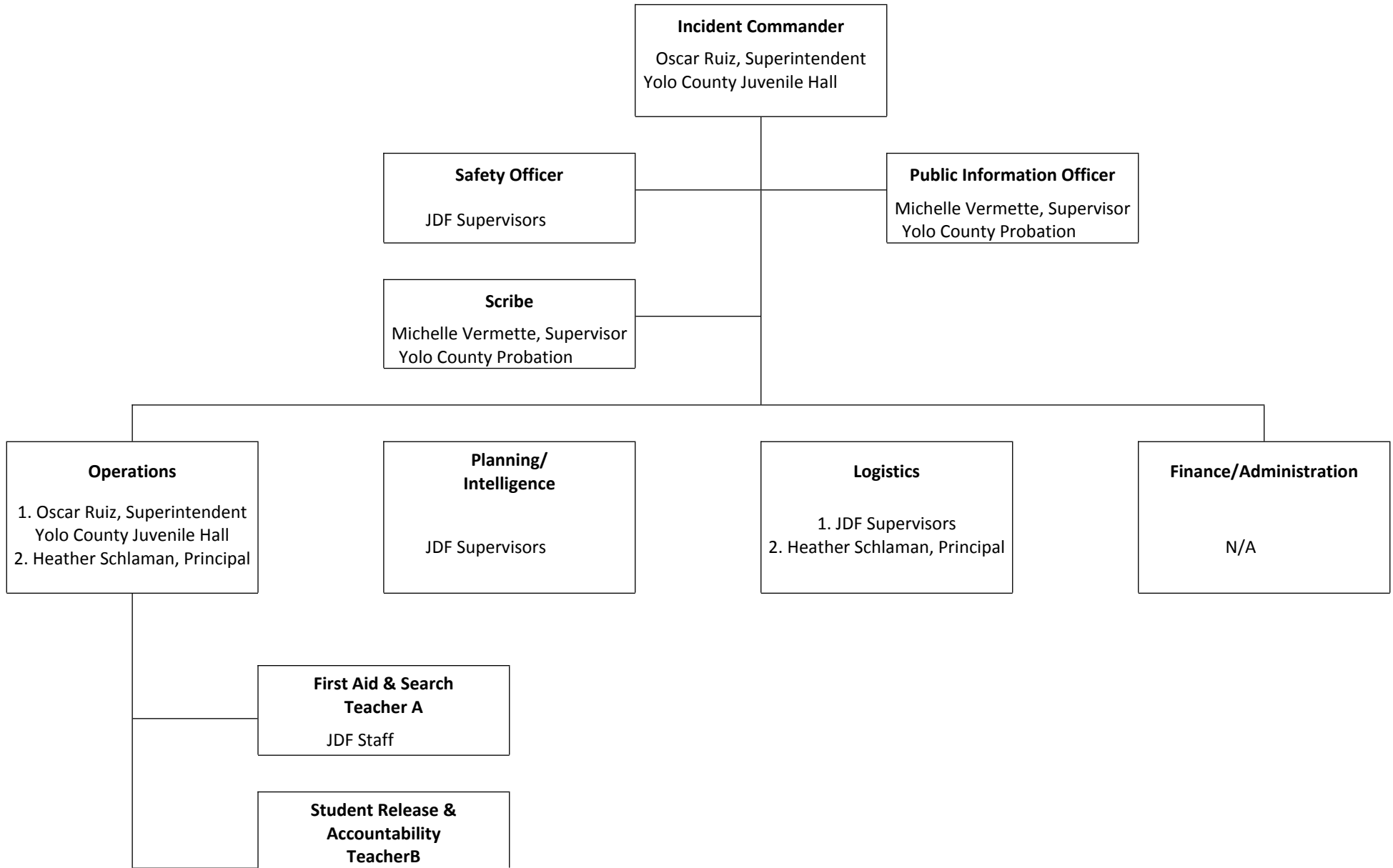
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Police, Fire, Ambulance	911	
Other	Superintendent, Yolo County Juvenile Hall	530-406-5300	
School District	Principal	530-668-3097	
School District	Assistant Superintendent, Equity and Support Services	530-668-3711	
School District	Educational Services Office	530-668-3770	
School District	Director of Support Operation Services	530-668-3708	
School District	Public Information Officer	530-668-3714	
School District	Superintendent, Yolo County Office of Education	530-668-3702	

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)
Juvenile Detention Facility Safety Plan (monitored by JDF Facility Superintendent)	Annually	Copy of Document is available at Yolo County Probation
Safety Drills	Conducted Monthly	

Dan Jacobs School Incident Command System



JDF Staff

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

If a staff member becomes aware of a crisis, it is very important that this information is communicated to JDF staff immediately. In an emergency, it is important to set up an Incident Command Center to coordinate communication and facilitate implementation of emergency procedures and coordination of emergency services. In the event of an emergency at Dan Jacobs, YCOE will follow the guidance of JDF supervisors and staff.

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

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

1. EVACUATION:

Please see heading

2. LOCKDOWN:

Please see heading

3. Shelter in Place:

Please see heading

4. Earthquake/Tornado

Please see heading

5. Teacher Down or Medical Emergency

Please see heading

Step Four: Communicate the Appropriate Response Action

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Types of Emergencies & Specific Procedures

Aircraft Crash

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Animal Disturbance

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Armed Assault on Campus

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Biological or Chemical Release

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Bomb Threat/ Threat Of violence

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Bus Disaster

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Disorderly Conduct

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Earthquake

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Explosion or Risk Of Explosion

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Fire in Surrounding Area

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Fire on School Grounds

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Flooding

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Loss or Failure Of Utilities

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Motor Vehicle Crash

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Psychological Trauma

In case of psychological trauma, the situation would be evaluated and then the appropriate steps would follow. A JDF counselor will 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

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Tactical Responses to Criminal Incidents

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Unlawful Demonstration or Walkout

Due to Dan Jacobs being a locked facility, Yolo County Office of Education will follow the guidance and direction given by the JDF supervisors and Superintendent of the facility. (Emergencies in the facility are categorized as code Red)

Emergency Evacuation Map

Comprehensive School Safety Plan

2022-2023 School Year

School: Cesar Chavez Community School
CDS Code: 57 10579 0113787
District: Yolo County Office of Education
Address: 255 W Beamer Street
Woodland, CA 95695
Date of Adoption: 02/14/2023
Date of Update: 02/01/2023
Date of Review:
- with Staff 02/22/2023
- with Law Enforcement February 2023
- with Fire Authority February 2023

Approved by:

Name	Title	Signature	Date
Heather Schlaman	Principal		
Alejandra Lopez	Youth Development Specialist		
Monica Aceves Robles	Teacher		
Lisa Munoz	Support Staff		
Liberty Popejoy	Student		
TBD	Student		
TBD	Parent		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	5
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	5
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	5
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	6
(E) Sexual Harassment Policies (EC 212.6 [b]).....	8
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	9
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	10
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	10
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	14
(K) Hate Crime Reporting Procedures and Policies.....	19
(J) Procedures to Prepare for Active Shooters.....	19
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	21
Safety Plan Review, Evaluation and Amendment Procedures.....	22
Safety Plan Appendices.....	23
Emergency Contact Numbers.....	24
Safety Plan Review, Evaluation and Amendment Procedures.....	25
Cesar Chavez Community School Incident Command System.....	26
Incident Command Team Responsibilities.....	27
Emergency Response Guidelines.....	28
Step One: Identify the Type of Emergency.....	28
Step Two: Identify the Level of Emergency.....	28
Step Three: Determine the Immediate Response Action.....	28
Step Four: Communicate the Appropriate Response Action.....	30
Types of Emergencies & Specific Procedures.....	33
Aircraft Crash.....	33

Animal Disturbance.....	33
Armed Assault on Campus	33
Biological or Chemical Release.....	35
Bomb Threat/ Threat Of violence	36
Bus Disaster.....	37
Disorderly Conduct	38
Earthquake	39
Explosion or Risk Of Explosion	39
Fire in Surrounding Area	40
Fire on School Grounds	41
Flooding	41
Loss or Failure Of Utilities	42
Motor Vehicle Crash	44
Psychological Trauma.....	44
Suspected Contamination of Food or Water	44
Tactical Responses to Criminal Incidents	44
Unlawful Demonstration or Walkout.....	44
Emergency Evacuation Map.....	45

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 everyone's responsibility. School and county office officials work towards ensuring that grounds and buildings are safe and that safety protocols are clear and in place. Our students have a right to a safe educational 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. Each staff person's readiness is key to that goal. The safety plan is intended to 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 adjust their actions as necessary. The ability to manage fear and remain calm in the midst of chaos is the most effective tool for minimizing the impact of any crisis.

Components of the Comprehensive School Safety Plan (EC 32281)

Cesar Chavez Community School Safety Committee

Site Principal and School Site Council

Assessment of School Safety

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

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

We implement strategies and programs to provide and maintain a high level of school safety. These strategies and programs ensure compliance with existing laws related to school safety, and 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. County Office 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 their professional capacity or within the scope of their employment, they have knowledge of or observe a child who the mandated reporter knows, or reasonably suspects, has been the victim of child abuse or neglect. All YCOE 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 binder that contains the comprehensive school safety plan as well as our emergency policies and procedures. Each classroom and office has a clipboard that contains lockdown, shelter-in-place, and evacuation procedures; emergency contact numbers; basic first aid information; class roster; and site evacuation maps. Drills are done with staff and students at least twice a year to practice the emergency procedures.

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

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

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

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

If not delivered at the time of the suspension, the Notice of Suspension shall be delivered or mailed to the parent/legal guardian within one (1) school day of the beginning of the suspension. State law (Education Code 48911) makes it the student's and parent/legal guardian's duty to respond to a 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 County Office 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 Assistant Superintendent of Equity and Support Services or designee. The Assistant Superintendent of Equity and Support Services or designee will conduct the fact finding with regard to the appeal and render a decision in a timely manner. The decision of the Assistant Superintendent of Equity and Support Services 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 2021-June 2024)

(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 Assistant 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 Assistant 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 that they 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 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 they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact their 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 Assistant 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 circumstances of the incident(s) are 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. (Education Code 32282f)

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.

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 advocates racial, ethnic, or religious prejudice or the use of drugs or alcohol are banned on campus and at all school functions.
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.

Generally, students who do not follow the dress code will be referred to the school office to correct the issue. They will typically be 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 discouraging 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 Assistant 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) Assistant Superintendent of Equity and Support Services	Heather Schlaman, Principal	2022-2023
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 via staff meetings, email communications, and documents. 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) Assistant Superintendent of Equity and Support Services	Heather Schlaman, Principal	2022-2023
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) Assistant Superintendent of Equity and Support Services	Heather Schlaman, Principal	2022-2023
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) Assistant Superintendent of Equity and Support Services	Heather Schlaman, Principal	2022-2023
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)	Heather Schlaman, Principal	2022-2023

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase emergency communication to staff and parents/guardians.	Implement emergency communication tests at regular intervals.	Current School Safety Plan YCOE Communications Protocol (EOP) County Office Director of Support Operations Services (Matt Juchniewicz) Assistant Superintendent of Equity and Support Services Public Information Officer (Anthony Volkar) YCOE Superintendent (Garth Lewis)	Heather Schlaman, Principal	2022-2023
Distribute to all staff members emergency contact information to be used in the event of a catastrophic event.	Update emergency number list annually.	Site Administrative Assistant Cesar Chavez Administrator and Staff	Heather Schlaman, Principal Candi Martinez, Administrative Assistant	2022-2023
Limit outside food and drink being brought onto campus to prevent contraband and to protect students with food allergies	Discussed with students and families and updated in School Handbook annually and reviewed during new student orientation and/or at the beginning of each school year.	Student Handbook	Heather Schlaman, Principal Candi Martinez, Administrative Assistant	2022-2023
Closed campus	Students must remain on campus during regular school hours. Students who need to leave school during the school day must have written or phone permission 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	Heather Schlaman, Principal Candi Martinez, Administrative Assistant	2022-2023

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	Haether Schlaman, Principal Candi Martinez, Administrative Assistant	2022-2023

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) to create a positive and affirming learning environment that emphasizes high expectations for student engagement, responsible behavior, and respect for others.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase school connectedness.	Hold open houses, back-to-school nights, celebrations, showcase events, and community meetings that engage all stakeholders.	Staff, parents, students, service providers, and community members	Heather Schlaman, Principal	2022-2023
Increase parent communication.	Update Chavez website, mail home regular newsletters, and review effectiveness of current systems of communication with parents.	Chavez webpage, teachers, counselors, and administrators	Heather Schlaman, Principal	2022-2023
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	Heather Schlaman, Principal	2022-2023
Develop practices that ensure equity for all youth.	Contract professional development and opportunities that foster equitable practices.	Teachers, para-educators, counselors, and administrators	Heather Schlaman, Principal	2022-2023
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, CommuniCare.	Teachers, para-educators, counselors, and administrators	Heather Schlaman, Principal	2022-2023

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.	Schedule professional development sessions into the work day and provide additional opportunities specific to teachers' and staff members' needs.	Director of Teaching and Learning (Deb Bruns) Reading with Relevance UC Davis Yolo Arts CommuniCare	Heather Schlaman, Principal	2022-2023

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

Cesar Chavez Community School Student Conduct Code

School Rules and Expectations

Discipline

The most important role of discipline in the school is to create a safe and comfortable learning environment for all members of the school community. Respectful behavior is 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. The ultimate goal of our disciplinary process is to restore relationships and integrate the student back into the community in a positive and healthy way. We want to help 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 engaged in learning; 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 an informal contract whereby a student must fulfill specific commitments or be denied certain privileges until their behavior improves. A behavioral contract is a written agreement between a student, the student's 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. This behavior will result in 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 or other disrespectful language toward others at school will be addressed and is unacceptable.

Harassment:

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

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

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

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

Retaliation for having reported or threatened to report harassment.

Bullying/Cyberbullying as stated below.

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

Bullying

Cesar Chavez Community School recognizes the harmful effects of bullying on student well-being, student learning, school attendance. We strive to provide a safe school environment that protects students from physical and emotional harm. We 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 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 substantial disruption of a school activity or school attendance shall be subject to discipline, which may include suspension. The administration may also pursue alternate placement or a referral to Independent Study.

Plagiarism/Cheating

Cesar Chavez Community School is an educational community that values personal integrity. Academic dishonesty 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. If a student persistently disrupts class with an electronic device, the device may be confiscated for the remainder of the class period or the school day.

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. 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 Assistant Superintendent of Equity and Support Services 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)

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/or review of the school's student handbook. The presentation includes an understanding of the county office's restorative principles, the value of respecting each individual's dignity, and the importance of supportive, 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) and 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 or a case manager. 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 the classroom seat of the innocent or aggrieved student is moved, that student may feel they are being punished and unfairly treated. Staff will support the recipient(s) of harm in understanding how the process, including staff actions, supports them.

Despite concerted 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 and how they have been affected, and staff will do all that they can to restore relationships and ensure students' physical and emotional safety, 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 relevant student group 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 bring about understanding and positive relationships among the students. However, face-to-face mediation may not 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. Home suspension is a legal declaration that the student has lost, for a maximum of five school days, their right to remain on a school campus. Committing an offense that could cause, or has, caused, serious harm to others, can lead to a change in program or school placement.

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 Assistant Superintendent of Equity and Support Services or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, outdoor recreation areas, hallways, restrooms, and eating areas.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Assistant Superintendent of Equity and Support Services 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 Assistant Superintendent of Equity and Support Services, 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 county office'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 county office 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.

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)

Cesar Chavez conducts lockdown drills for the staff's and students' safety. Students and staff lock down and remain in a secure location away from windows and doors. Law enforcement is called, and county administration is alerted.

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

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

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

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

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

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

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

Intervention

Students are instructed to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Assistant Superintendent of Equity and Support Services 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 Assistant Superintendent of Equity and Support Services or designee shall notify the parents/guardians of victims and perpetrators. They 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 Assistant Superintendent of Equity and Support Services 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 school environment where they are free from physical and psychological harm. The Board and YCOE staff 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 Assistant Superintendent of Equity and Support Services, Principal, or designee oversees 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 Cesar Chavez principal each year and approved by the YCOE Board of Education.

Safety Plan Appendices

Emergency Contact Numbers

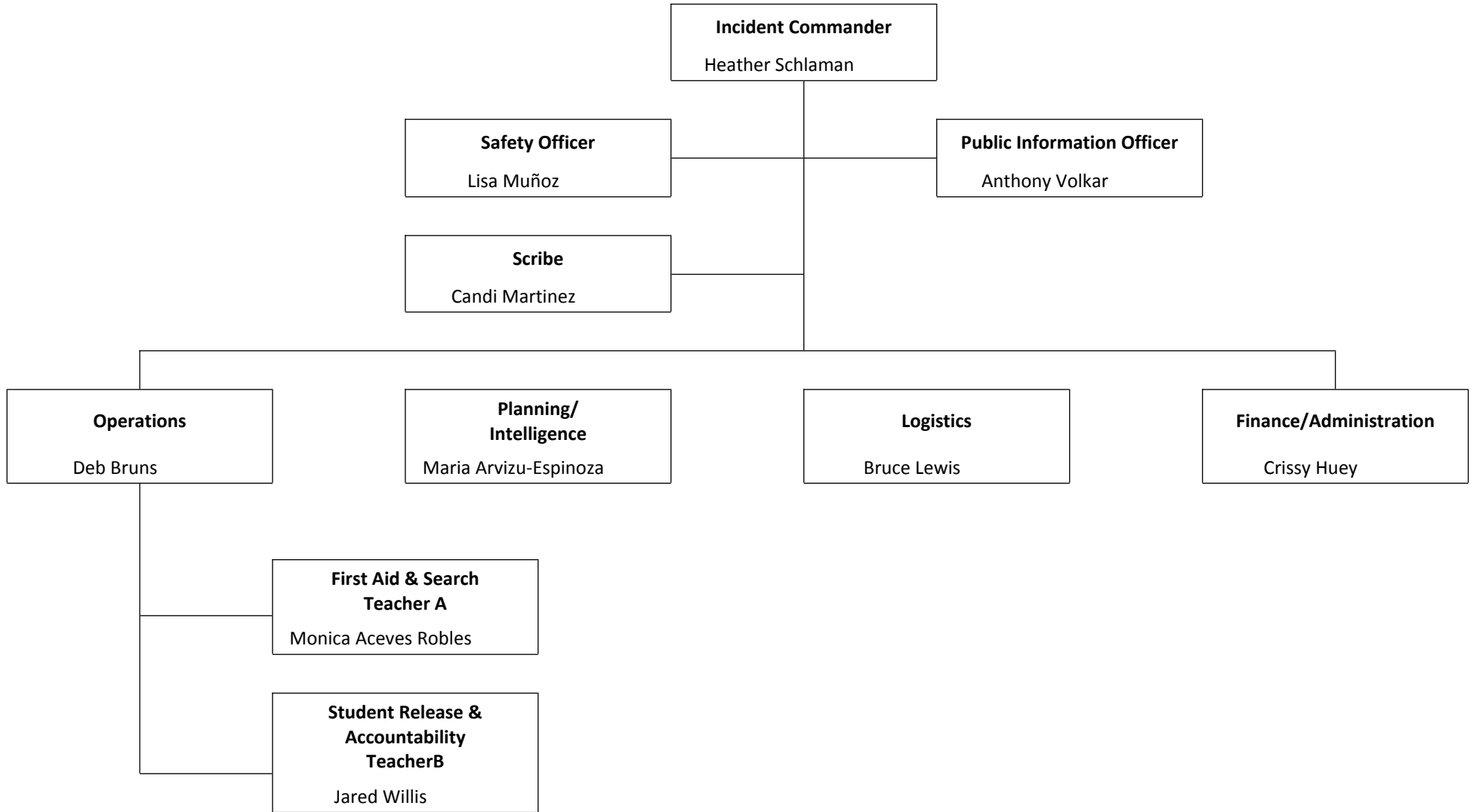
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Police, Fire, Ambulance	911	530-666-6612 (non-emergency)
School District	Director of Support Operations Services	530-668-3708	
School District	Assistant Superintendent of Equity and Support Services	530-668-3711	
School District	Educational Services Office	530-668-3770	
School District	Public Information Officer	530-668-3714	
School District	Superintendent's Office	530-668-3702	
Public Utilities	PG&E Emergency	1-800-743-5000	1-800-743-5002 (to report outages)
Emergency Services	Poison Control	1-800-342-9293	

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	February 22, 2023	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)	February 27, 2023	
Board Meeting to approve safety plan	February 14, 2023	

Cesar Chavez Community School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

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

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

Step Two: Identify the Level of Emergency

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

Level 1 (Minor): Medical incident

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

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

Step Three: Determine the Immediate Response Action

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

1. EVACUATION: The signal is the fire alarm.

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

Student Response:

Leave belongings in room (unless medications are needed)

Move calmly to evacuation location #1

Stay with your class at all times for roll call

Staff Response:

Take Staff Handbook binder, radio, cell phone, YCOE badge and keys, if applicable

Proceed immediately to the evacuation area

Take attendance

Keep students near you in assigned area

Listen for radio communication to confirm the safety of your students and to receive additional instructions

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 near a room:

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 building:

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

Staff Response:

If indoors or near a room:

Gather students rapidly, and lock all doors

If the door cannot lock, barricade the door with furniture

Close windows 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/guardians (check ID) or authorities

3. SHELTER IN PLACE: Signal is the bell and public address system

(May be 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 near a room:

Help teacher lock doors and close windows and 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 personnel or police to meet you and give instructions

Staff response:

If indoors or near a building:

Lock all doors

Close windows 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 where you are

Tornado: Move indoors if possible; if outdoors, 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 county office officials (Assistant Superintendent of Equity and 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 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 one or more students 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 not to 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.

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: students 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

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 (Assistant Superintendent of Equity and Support 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 county office officials (Assistant Superintendent of Equity and Support 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. Lock down 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 and 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 and 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 county office officials (Assistant Superintendent of Equity and 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 county office 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.
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, Assistant Superintendent of Equity and Support Services, and Superintendent's office
3. Do not use two-way radios or cellular phone or activate the fire alarm
4. Do not touch or move a suspicious package
5. Responding police will evaluate the threat and determine whether to evacuate the building or institute a search while students and staff Shelter in Place
6. If police call for evacuation, move students and staff to evacuation site #2

This action is taken after the decision is made that it is unsafe to remain inside the building. If full or partial evacuation is ordered, initiate and direct evacuation operations according to the following guidelines:
Contact WJUSD Transportation Department at 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 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 them bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.
5. At destination, move on to sidewalk.
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.
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 EOC once the staff and students have moved off 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 (Assistant Superintendent of Equity and Support 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 for YCOE or site official(s) 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 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 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 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 (Assistant Superintendent of Equity and Support Services and County Office 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 County Office officials (Assistant Superintendent of Equity and 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 (Assistant Superintendent of Equity and 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 them bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.
5. At destination, move onto sidewalk.
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 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 (Assistant Superintendent of Equity and 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 530-406-5980 and the Yolo County Office of Education Office - EOC and advise them of your transportation requirements if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

Staff will:

1. Close windows and doors. Lock doors.
2. Take staff handbook binder and attendance roster
3. Lead students to your assigned area (see map) in a silent, single, or double-file line. If you have an aide, have them bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.
5. At the destination, move onto 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.
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 (Assistant Superintendent of Equity and 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 (Assistant Superintendent of Equity and 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
- Severe weather safe areas are under desks, in hallways and in interior rooms away from 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 students 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 of or damage to 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 (Assistant Superintendent of Equity and Support 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 (Assistant Superintendent of Equity and Support 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 (Assistant Superintendent of Equity and Support 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 (Assistant Superintendent of Equity and Support 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

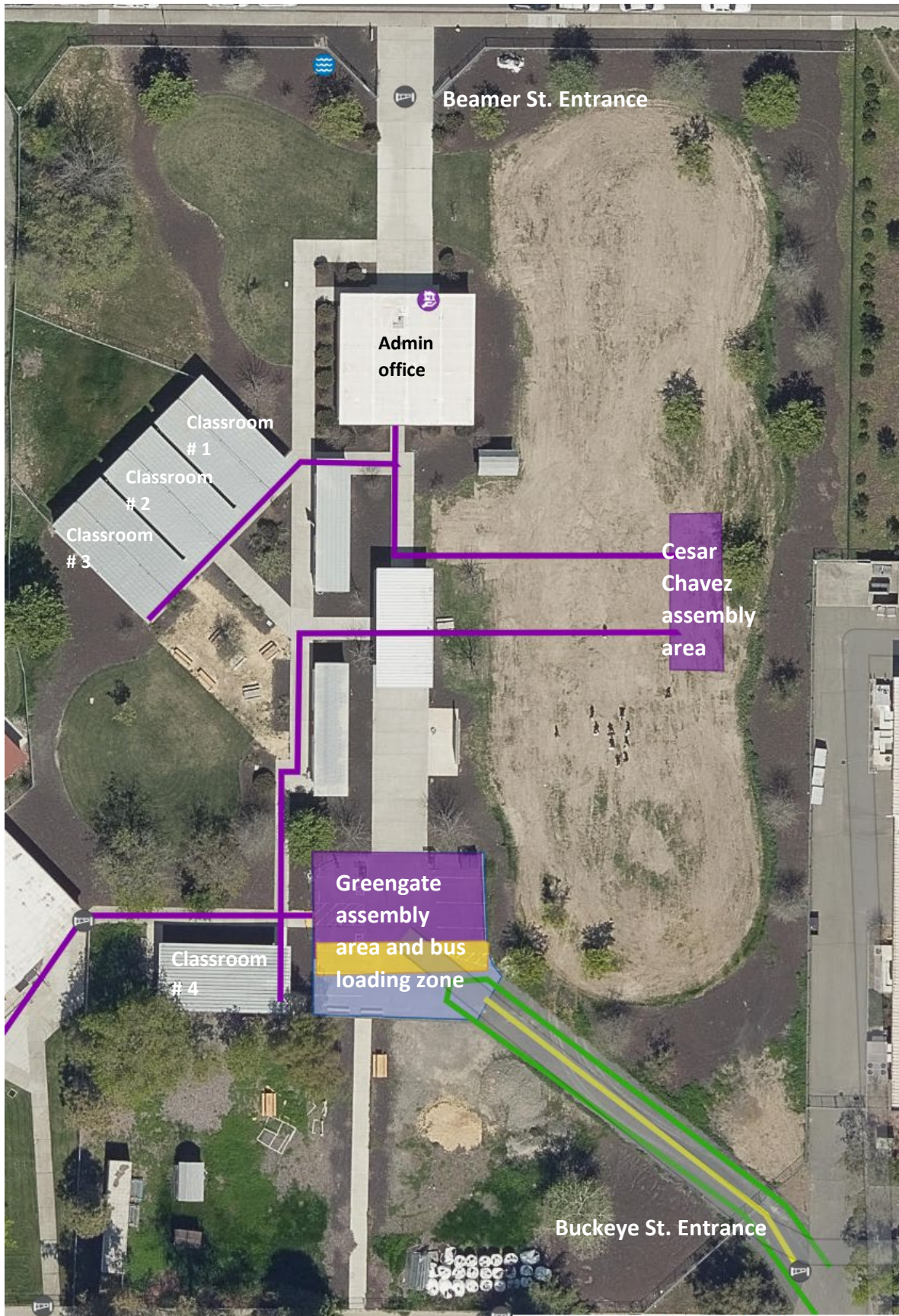
The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER-IN-PLACE, or EVACUATION as needed.

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

CESAR CHAVEZ COMMUNITY SCHOOL EVACUATION MAP



Map Legend

-  Assembly Area
-  Pedestrian Evacuation Rou...
-  Bus Loading Zone
-  Parking Lot
-  Vehicular Evacuation Rout...
-  First Responder Ingress/E...

Comprehensive School Safety Plan

2022-2023 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: 2/14/2023
Date of Update: 1/11/2023
Date of Review:
- with Staff September 7, 2022
- with Law Enforcement February 16, 2023
- with Fire Authority February 16, 2023

Approved by:

Name	Title	Signature	Date
Marty Remmers	YCOE Director of Special Education		
Lisa Young	YCOE Special Education Principal		
Jessica Bohatch	YCOE Special Education Principal		
Maria Arvizu-Espinoza	YCOE Associate Superintendent of Educational Services		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	6
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	6
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	7
(E) Sexual Harassment Policies (EC 212.6 [b]).....	9
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	10
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	11
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	11
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	15
(K) Hate Crime Reporting Procedures and Policies.....	18
(J) Procedures to Prepare for Active Shooters.....	18
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	20
Safety Plan Review, Evaluation and Amendment Procedures.....	21
Safety Plan Appendices.....	22
Emergency Contact Numbers.....	23
Safety Plan Review, Evaluation and Amendment Procedures.....	24
Greengate School Incident Command System.....	25
Incident Command Team Responsibilities.....	27
Emergency Response Guidelines.....	28
Step One: Identify the Type of Emergency.....	28
Step Two: Identify the Level of Emergency.....	28
Step Three: Determine the Immediate Response Action.....	28
Step Four: Communicate the Appropriate Response Action.....	30
Types of Emergencies & Specific Procedures.....	33
Aircraft Crash.....	33

Animal Disturbance.....	33
Armed Assault on Campus	33
Biological or Chemical Release.....	35
Bomb Threat/ Threat Of violence	37
Bus Disaster.....	38
Disorderly Conduct	39
Earthquake	39
Explosion or Risk Of Explosion	40
Fire in Surrounding Area	41
Fire on School Grounds	42
Flooding	42
Loss or Failure Of Utilities	43
Motor Vehicle Crash	45
Psychological Trauma.....	45
Suspected Contamination of Food or Water	45
Tactical Responses to Criminal Incidents	45
Unlawful Demonstration or Walkout.....	45
Emergency Evacuation Map.....	46

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 with 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 (Marty Remmers) Principal (Lisa Young)	Lisa Young, Principal	2022-2023
Use the continuous improvement model to 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 (Marty Remmers) Principal (Lisa Young)	Lisa Young, Principal	2022-2023
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, and Earthquake 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 (Marty Remmers) Principal (Lisa Young)	Lisa Young, Principal	2022-2023

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, Epi Pens, and Trauma kits in the office copy room, First aid kits in every classroom 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 (Marty Remmers) Principal (Lisa Young)	Lisa Young, Principal	2022-2023
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	2022-2023
Increase emergency communication to staff and parents/guardians.	Implement emergency communication tests at regular intervals. School Messenger All Calls Greengate Teams - Office 365 Phone Tree	Current School Safety Plan YCOE Communications Protocol (EOP) County Office Director of Support Operations Services (Matt Juchniewicz) YCOE Public Information Officer (Anthony Volkar)	Lisa Young, Principal	2022-2023
Share out emergency numbers to all staff members to be used in the event of a catastrophic event.	Update emergency number list annually and allow remote access	Site Administrative Assistant Greengate Administrator and Staff	Lisa Young, Principal Rosalva Wisterman, Administrative Assistant Alejandra Hernandez, Office Secretary	2022-2023
Law Enforcement Safety Walk Through	February 16, 2023, school site safety assessment and walk through	Site Administrators	Lisa Young, Principal	2022-2023
Fire Marshall Safety Walk Through	February 16, 2023, school site safety assessment and walk through	Site Administrators	Lisa Young, Principal	2022-2023

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 Harvest Festival, Spring Fling, and other events to invite community involvement. Community members invited to plan these events.	Staff, parents, students, service providers, school leadership and community members	Lisa Young, Principal	2022-2023
Increase parent communication.	Update Greengate website and review effectiveness of current systems of communication with parents (e.g., School Messenger Calls, Community Bulletins). Teachers to share out a minimum of once per month on classroom themes, events, or community based instruction.	Special Ed YCOE webpage, teachers, counselors, and administrators	Lisa Young, Principal	2022-2023
Develop practices that ensure equity for all youth.	Contract professional development and opportunities that foster equitable practices and access for all students.	Teachers, para-educators, school psychologists, counselors and administrators	Lisa Young, Principal	2022-2023
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	2022-2023

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	Marty Remmers, YCOE Director of Special Education	2022-23

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

Greengate School Student Conduct Code

DISCIPLINE

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

Conduct Code Procedures

At the beginning of the school year, the principal or designee meets with 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

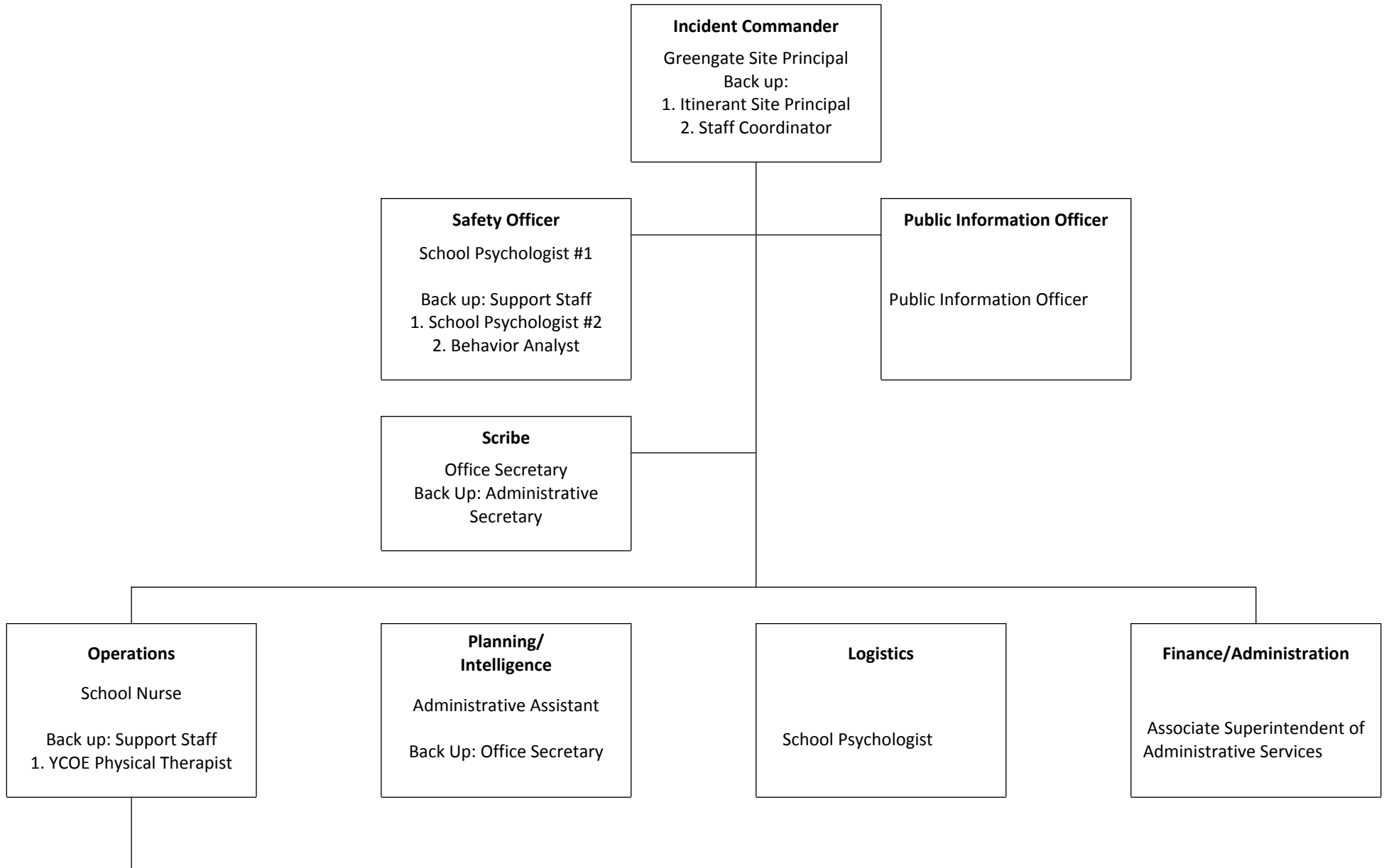
Utilities, Responders and Communication Resources

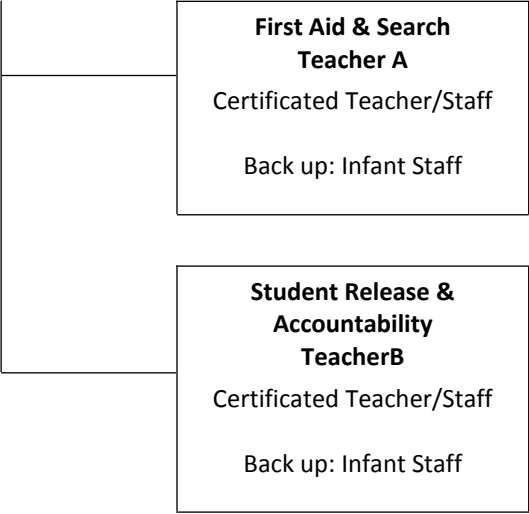
Type	Vendor	Number	Comments
Emergency Services	Police, Fire, Ambulance	911	(530) 666-6612 non-emergency
Emergency Services	Poison Control	1-800-342-9293	
Public Utilities	PG&E	1-800-743-5000	1-800-743-5002 report outages
School District	YCOE Director of SOS	530-668-3708	
School District	YCOE Director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





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 Assembly Areas 1, 2 or 3, as designated by classroom

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, 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

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
Consider moving students to more interior spaces
Take attendance and give Incident Commander the names of missing or extra students
If outdoors and away from the school,
Escort students to Cesar Chavez 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 Cesar Chavez
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 students use wheelchairs, they should get to a safe place, lock their breaks and duck their head.
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 (Principal or Secretary) 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

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 backpack.

Notify appropriate School YCOE officials (Director of Special Education 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

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

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)

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 Special Education and SAT)

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 Special Education, SAT, 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 Special Education, SAT, 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

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 Special Education, SAT, and Director of Support Operations Services)
- 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 the call should:

1. Remain calm
2. Listen – Do not interrupt the caller. Keep the caller on the phone as long as possible. (see bomb threat checklist 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 the 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: Director of Special Education, SAT, and Director of Support Operations Services
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.
4. If your phone has a display, copy the number on the window display.
5. Complete the bomb threat checklist immediately. Write down as many details 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: Director of Special Education, SAT, and Director of Support Operations Services
3. Do not use two-way radios or cellular phones, or activate the fire alarm
4. Do not touch or move a suspicious package
5. Responding police will evaluate the threat and determine whether to evacuate the building or institute a search while students and staff Shelter in Place
6. If police call for evacuation, move students and staff to evacuation site #2

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

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

1. Close windows and doors. Lock doors.
2. Take 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 Special Education, SAT, 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

Main 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

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 classroom

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 Special Education, SAT, 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
- 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 Special Education, SAT, 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
- 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 Special Education, SAT, 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

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).
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.
10. Notify Principal if students are off-campus
11. 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 Special Education, SAT, 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
- 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 Special Education, SAT, 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
- 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, hailstorm, 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 Special Education, SAT, 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 school psychologist 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.

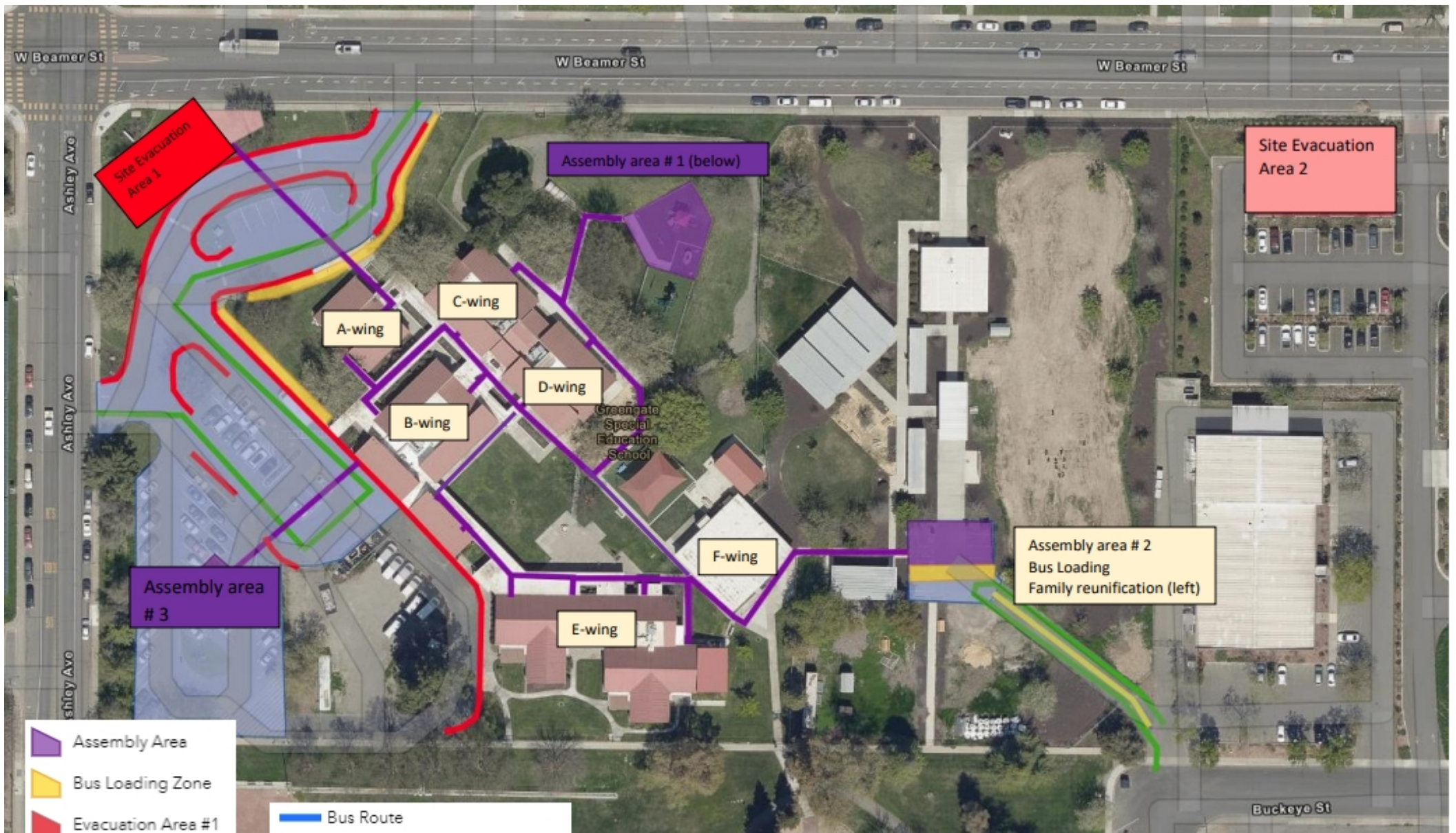
Tactical Responses to Criminal Incidents

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

7. INFORMATION ITEMS

7. 1. Head Start/ Early Head Start Reports

Quick Summary / Abstract

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

- a. Enrollment update - this is a standing report to the Board (Not included for this meeting)
- b. Program - this is a standing report to the Board
- c. Financial Reports - this is a standing report to the Board (Not included for this meeting)
- 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

Description

For information.

Recommendation

For information.

Supporting Documents



Attendance Report_ November 2022



Attendance Report_ December 2022



Director's Report 2.2023



Nov 2022 Financial Report



Dec 2022 Financial Report



Dec 2022 Financial Report Carryover



2021-2022 YCOE Audit Report Combined



1-5-23 Special PC Agenda



1.26.23 Agenda



LPC Meeting Agenda 2 7 2023



11.17.2022 Meeting Minutes



LPC DRAFT Minutes 01-03-2023

Contact Person

Shannon McClarin, Director, Early Childhood Education will present this item.



Head Start / Early Head Start

Director, Yolo County Board of Education & Policy Council Monthly Report

EARLY HEAD START

Date: December 10, 2022				Report Outcomes for the month of November, 2022			
#	Program	Site	Ages	Waiting Lists C = Complete () = Over Income	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	EHS/State	Lemen	18 – 36 months	C1 (2)	88.60%	12	12
2	EHS/State	Alyce Norman	6 wk. – 36 months	C5 (3)	75.00%	27	22
1	EHS/State	Montgomery	24-36 months	C2 (0)	68.46%	12	8
0	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C0 (0)	NA	37	37
SUB TOTAL				C8 (5)	77.79%	88	79

HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	HS/State	Alyce Norman	3 – 5	C0(1)	77.86%	20	15
2					72.57%	20	16
3					85.62%	20	17
4					83.81%	19	19
13	State ONLY	Alyce Norman	3 – 5	C0(1)	81.94%	16	16
11	HS/State	Alyce Norman	3 – 5		87.24%	20	20
12				82.89%	20	17	
1	HS/State	Esparto	3 - 5	C0 (0)	80.45%	16	12
1	HS/State	Greengate	3 – 5	C0 (2)	84.29%	16	10
2					92.86%	20	10
1	HS/State	Plainfield	3 – 5	C0 (0)	78.43%	16	13
1	HS/State	Prairie	3 – 5	C0 (0)	88.21%	20	20
1	HS/State	Woodland Central	3 – 5	C0 (0)	69.90%	20	14
1	HS/State	Montgomery	3 - 5	C0 (0)	73.99%	20	20
1	State ONLY	Wolfskill	3-5	C (0)	56.08%	16	10

SUB TOTAL				C0 (3)	80.29%	263	229
PROGRAM TOTAL				C8 (8)	84.37%	351	308

Attendance Notes: (1) Enrollment was temporarily paused due to staffing, student/ teacher ratios were prioritized to ensure safety. (2) FSSA unit in process of updating current waitlist at centers and data system, inactive families removed from live waitlist. Community recruitment efforts will begin January 2023.



Head Start / Early Head Start

Director, Yolo County Board of Education & Policy Council Monthly Report

EARLY HEAD START

Date: January 10, 2022				Report Outcomes for the month of December, 2022			
#	Program	Site	Ages	Waiting Lists C = Complete () = Over Income	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	EHS/State	Lemen	18 – 36 months	C1 (2)	87.50%	12	12
2	EHS/State	Alyce Norman	6 wk. – 36 months	C5 (3)	68.82%	27	23
1	EHS/State	Montgomery	24-36 months	C2 (0)	81.74%	12	7
0	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C0 (0)	NA	37	37
SUB TOTAL				C8 (5)	77.79%	88	79

HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	HS/State	Alyce Norman	3 – 5	C0(1)	91.07%	20	14
2					75.00%	20	15
3					77.73%	20	16
4					66.44%	19	19
13	State ONLY	Alyce Norman	3 – 5	C0(1)	71.88%	16	16
11	HS/State	Alyce Norman	3 – 5		83.88%	20	19
12				89.26%	20	17	
1	HS/State	Esparto	3 - 5	C0 (0)	93.33%	16	13
1	HS/State	Greengate	3 – 5	C0 (2)	76.67%	16	10
2					83.64%	20	10
1	HS/State	Plainfield	3 – 5	C0 (0)	97.50%	16	10
1	HS/State	Prairie	3 – 5	C0 (0)	88.75%	20	20
1	HS/State	Woodland Central	3 – 5	C0 (0)	82.14%	20	14
1	HS/State	Montgomery	3 - 5	C0 (0)	86.25%	20	20
1	State ONLY	Wolfskill	3-5	C (0)	91.30%	16	11

SUB TOTAL				C0 (3)	82.58%	263	224
PROGRAM TOTAL				C8 (8)	81.52%	351	303

Attendance Notes: (1) Enrollment was temporarily paused due to staffing, student/ teacher ratios were prioritized to ensure safety. (2) FSSA unit in process of updating current waitlist at centers and data system, inactive families removed from live waitlist. Community recruitment efforts will begin January 2023.

February 2023

We welcomed a new Program Administrator and Education Manager for our Head Start and Early Head Start Program in January.

Our Head Start Management team began our second internal monitoring session, as well as our self-assessment process. We are gearing up to provide year 5 updates to our current Head Start grant, while also writing a new grant for the next 5-year grant cycle.

Our Head Start classrooms celebrated the culmination of the Reduce, Reuse, Recycle unit with their Recycled Wrecks projects and Art Walks in each classroom. Children and families were very happy to share their projects in this important parent engagement activity!

We had 12 of our Yolo County early educators attend an orientation meeting for the CHAD (Child and Adolescent Development) higher education program offered by California State University, Sacramento. The CHAD program is a cohort-based model for participants to obtain their B.A. while attending classwork in their community. Participants in Yolo County attend classes at Woodland Community College while engaging in coursework taught remotely by a CSUS professor. Through the Early Educator Development Grant, YCOE will provide tuition stipends for Preschool teachers to obtain their B.A.'s, and we are excited to connect our early educators with the cohort CHAD program so our staff feels connected and supported while working toward obtaining their B.A.

Executive Summary
2022/2023 Fiscal Year
November 2022

HEAD START & QUALITY IMPROVEMENT/PROGRAMA HEAD START			
Resource 5210 & 5219/Recurso 5210 & 5219			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	3,167,739.00
Expenditures/Gastos:			
Salaries/Salarios	\$ 118,307.81	\$	559,240.97
Benefits/Beneficios	\$ 49,124.93	\$	231,301.47
Supplies/Provisiones	\$ 636.47	\$	8,574.25
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ 636.47	\$	8,574.25
Contracted Services/Servicios Contratados	\$ 14,107.86	\$	37,107.59
Operations/Gastos de Operacion	\$ 33,981.79	\$	112,781.83
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	57,196.68
Cafeteria Fund/transerencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 216,158.86	\$	1,006,202.79

EARLY HEAD START & QUALITY IMPROVEMENT/PROGRAMA EARLY HEAD START			
Resource 5212 & 5229/Recurso 5212 & 5229			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	1,218,015.00
Expenditures/Gastos:			
Salaries/Salarios	\$ 44,372.02	\$	218,200.13
Benefits/Beneficios	\$ 17,731.56	\$	85,977.56
Supplies/Provisiones	\$ 1,160.74	\$	4,932.15
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ 1,160.74	\$	4,932.15
Contracted Services/Servicios Contratados	\$ 23,129.63	\$	44,567.37
Operations/Gastos de Operacion	\$ 9,099.24	\$	23,483.04
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ -	\$	23,292.42
Cafeteria Fund/transerencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 95,493.19	\$	400,452.67

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	\$ -	\$	1,725.09
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	1,725.09
Contracted Services/Servicios Contratados	\$ -	\$	4,311.58
Operations/Gastos de Operacion	\$ 1,520.58	\$	5,978.98
Indirect Costs/Castos Indirectos	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 1,520.58	\$	12,015.65

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	\$ -	\$	1,414.71
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	1,414.71
Contracted Services/Servicios Contratados	\$ -	\$	2,984.24
Operations/Gastos de Operacion	\$ 1,295.31	\$	5,093.16
Indirect Costs/Castos Indirectos	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 1,295.31	\$	9,492.11

Credit Cards	Monthly Expense
Visa	\$ 2,660.89
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ -
Interstate Oil	\$ 342.18
Total Credit Cards	\$ 3,003.07

Calculation of In-Kind Contributions				Administrative Percent Calculation	
	Dollars Expended				
	Year-To-Date	In-Kind Required			
Head Start	\$ 1,006,202.79	\$ 251,550.70	Maximum Percent Allowed		15%
HS T & TA	\$ 12,015.65	\$ 3,003.91	Calculated Percent for the Month		12%
Early HS	\$ 400,452.67	\$ 100,113.17	Annual Percentage		13%
EHS T & TA	\$ 9,492.11	\$ 2,373.03			
Total	\$ 1,428,163.22	\$ 357,040.81			
	Amount Required:	\$ 357,040.81			
	Actual In-Kind:	\$ 422,421.00			
	*Surplus/(Deficit):	\$ 65,380.19			
If deficit: will be returned to Federal Government from unrestricted dollars					

**Executive Summary
2022/2023 Fiscal Year
November 2022**

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	\$ 3,167,739	\$ 216,159	\$ 1,006,203	\$ 1,359,836	\$ 801,700	31.76%	42.93%	25.31%
Early Head Start/Quality Improvement	\$ 1,218,015	\$ 95,493	\$ 400,453	\$ 456,548	\$ 361,014	32.88%	37.48%	29.64%
Head Start Supp American Rescue Plan	\$ 120,000	\$ -	\$ -	\$ 12,682	\$ 107,318	0.00%	10.57%	89.43%
Head Start Non-Competing New	\$ 100,825	\$ 24,880	\$ 24,880	\$ 58,152	\$ 17,793	24.68%	57.68%	17.65%
Head Start T&TA	\$ 34,554	\$ 1,521	\$ 12,016	\$ 3,384	\$ 19,155	34.77%	9.79%	55.43%
Early Head Start T&TA	\$ 25,983	\$ 1,295	\$ 9,492	\$ 2,770	\$ 13,721	36.53%	10.66%	52.81%
Total Grant	\$ 4,667,116	\$ 339,348	\$ 1,453,043	\$ 1,893,372	\$ 1,320,701	31.13%	40.57%	28.30%

Credit Cards	Monthly Expense
Visa	\$ 2,660.89
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ -
Interstate Oil	\$ 342.18
Total Credit Card Expense	\$ 3,003.07

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:	\$ 1,006,202.79	\$ 251,550.70
Head Start T & TA:	\$ 12,015.65	\$ 3,003.91
Early Head Start & Quality Improvement:	\$ 400,452.67	\$ 100,113.17
Early Head Start T & TA:	\$ 9,492.11	\$ 2,373.03
Total	\$ 1,428,163.22	\$ 357,040.81
	Amount Required:	\$ 357,040.81
	Actual In-Kind:	\$ 422,421.00
	*Surplus/(Deficit):	\$ 65,380.19
If deficit: will be returned to Federal Government from unrestricted dollars		

**Executive Summary
2022/2023 Fiscal Year
November 2022**

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	1,218,015	0	1,218,015	0	236,121	0	981,894	80.61%
Prior Year	0	0	0	0	0	0	0	#DIV/0!
COLA	0	0	0	0	0	0	0	
Total Revenues	1,218,015	0	1,218,015	0	236,121	0	981,894	80.61%
Expenditures								
Salaries	618,186	0	618,186	44,372	218,200	286,262	113,724	18.40%
Benefits	268,656	0	268,656	17,732	85,978	119,847	62,832	23.39%
Supplies	36,648	0	36,648	1,161	4,932	12,908	18,808	51.32%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,869	0	1,869	0	0	500	1,369	73.25%
<i>Site Supplies</i>	34,779	0	34,779	1,161	4,932	12,408	17,439	50.14%
Travel & Conference	4,874	0	4,874	28	1,414	0	3,460	70.99%
Dues & Memberships	1,864	0	1,864	10	554	169	1,142	61.24%
Insurance	3,051	0	3,051	0	0	0	3,051	100.00%
Operations and Housekeeping	306	0	306	22	63	189	53	17.45%
Rentals, Leases, Repairs & Noncapitalized								
Improvements	2,200	0	2,200	9	88	141	1,971	89.60%
Direct Costs for Transfer of Services	49,282	0	49,282	9,030	21,364	0	27,918	56.65%
Professional/Contracted Services & Operating								
Expenditures	110,225	0	110,225	23,130	44,567	36,573	29,085	26.39%
Intergovernmental Fees	2,414	0	2,414	0	0	460	1,954	80.96%
Indirect Costs	120,309	0	120,309	0	23,292	0	97,017	80.64%
Improvements	0	0	0	0	0	0	0	#DIV/0!
Total Expenditures	1,218,015	0	1,218,015	95,493	400,453	456,548	361,014	29.64%

Executive Summary
2022/2023 Fiscal Year
Noviembre 2022
PROGRAMA EARLY HEAD START
PRESUPUESTO DEL AÑO FISCAL 2022/2023

Recurso 5212 & 5229

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	1,218,015	0	1,218,015	0	236,121	0	981,894	80.61%
	0	0	0	0	0	0	0	#DIV/0!
	0	0	0	0	0	0	0	
Total de Ingresos	1,218,015	0	1,218,015	0	236,121	0	981,894	80.61%
Gastos:								
Salarios	618,186	0	618,186	44,372	218,200	286,262	113,724	18.40%
Beneficios	268,656	0	268,656	17,732	85,978	119,847	62,832	23.39%
Provisiones	36,648	0	36,648	1,161	4,932	12,908	18,808	51.32%
<i>Articulos para las actividades de los padres y comida para las juntas</i>	1,869	0	1,869	0	0	500	1,369	73.25%
<i>Articulos de oficina para el centro</i>	34,779	0	34,779	1,161	4,932	12,408	17,439	50.14%
Viaje y Conferencia	4,874	0	4,874	28	1,414	0	3,460	71%
Cuotas y Membresías	1,864	0	1,864	10	554	169	1,142	61%
Seguro	3,051	0	3,051	0	0	0	3,051	100%
Operations and Housekeeping	306	0	306	22	63	189	53	17%
Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	2,200	0	2,200	9	88	141	1,971	90%
Costos Directos para Transferencias de Servicios	49,282	0	49,282	9,030	21,364	0	27,918	57%
Servicios Profesionales/Contratados y Gastos de	110,225	0	110,225	23,130	44,567	36,573	29,085	26%
Cuotas Intergubernamentales	2,414	0	2,414	0	0	460	1,954	81%
Gastos Indirectos	120,309	0	120,309	0	23,292	0	97,017	81%
Equipment	0	0	0	0	0	0	0	#DIV/0!
Total de Gastos	1,218,015	0	1,218,015	95,493	400,453	456,548	361,014	30%

**Executive Summary
2022/2023 Fiscal Year
November 2022
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	0	3,779	0	30,775	89.06%	
COLA	0	0	0	0	0	0	0		
Total Revenues	34,554	0	34,554	0	3,779	0	30,775	89.06%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	2,990	0	2,990	0	1,725	328	937	31.32%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,125	0	1,125	0	0	300	825	73.33%	
<i>Site Supplies</i>	1,865	0	1,865	0	1,725	28	112	5.98%	
Travel & Conference	25,463	0	25,463	1,521	5,979	3,055	16,429	64.52%	
Contracted Services	6,101	0	6,101	0	4,312	0	1,789	29.33%	
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	34,554	0	34,554	1,521	12,016	3,384	19,155	55.43%	

**Executive Summary
2022/2023 Fiscal Year
Noviembre 2022
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	3,779	0	30,775	89%
COLA	0	0	0	0	0	0	0	0%
Total de Ingresos	34,554	0	34,554	0	3,779	0	30,775	89%
Gastos:								
Salarios	0	0	0	0	0	0	0	0%
Beneficios	0	0	0	0	0	0	0	0%
Provisiones	2,990	0	2,990	0	1,725	328	937	31%
<i>Artículos para las actividades de los padres y comida para las juntas</i>	1,125	0	1,125	0	0	300	825	73%
<i>Artículos de oficina para el centro</i>	1,865	0	1,865	0	1,725	28	112	6%
Viaje y Conferencia	25,463	0	25,463	1,521	5,979	3,055	16,429	65%
Servicios Contratados	6,101	0	6,101	0	4,312	0	1,789	29%
Gastos Indirectos	0	0	0	0	0	0	0	#DIV/0!
Total de Gastos	34,554	0	34,554	1,521	12,016	3,384	19,155	55%

**Executive Summary
2022/2023 Fiscal Year
November 2022**

**HEAD START & QUALITY IMPROVEMENT
2022/2023 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	3,167,739	0	3,167,739	0	579,478	0	2,588,261	81.71%	
Indirect	0	0	0	0	0	0	0	0.00%	
COLA	0	0	0	0	0	0	0	0.00%	
Total Revenues	3,167,739	0	3,167,739	0	579,478	0	2,588,261	81.71%	
Expenditures:									
Salaries	1,500,481	0	1,500,481	118,308	559,241	795,393	145,847	9.72%	
Benefits	732,076	0	732,076	49,125	231,301	346,344	154,431	21.09%	
Supplies	45,233	0	45,233	636	8,574	23,919	12,740	28.16%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	2,251	0	2,251	0	0	2,000	251	11.15%	
<i>Site Supplies</i>	42,982	0	42,982	636	8,574	21,919	12,489	29.06%	
Travel & Conference	13,850	0	13,850	96	3,501	0	10,349	74.72%	
Dues & Memberships	3,312	0	3,312	46	1,678	506	1,128	34.06%	
Insurance	13,568	0	13,568	0	0	0	13,568	100.00%	
Operations & Housekeeping	1,053	0	1,053	93	260	792	2	0.17%	
Rentals, Leases, Repairs & Noncapitalized Improvements	921	0	921	45	360	556	6	0.60%	
Direct Costs for Transfer of Services	251,422	0	251,422	33,518	106,100	0	145,322	57.80%	
Professional/Contracted Services & Operating Expenditures	274,713	0	274,713	14,108	37,108	180,821	56,784	20.67%	
Intergovernmental Fees	9,688	0	9,688	184	883	2,976	5,829	60.17%	
Equipment	8,531	0	8,531	0	0	8,531	0	0.01%	
Indirect Costs	312,891	0	312,891	0	57,197	0	255,694	81.72%	
Improvements	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	3,167,739	0	3,167,739	216,159	1,006,203	1,359,836	801,700	25.31%	

Executive Summary
2022/2023 Fiscal Year
Noviembre 2022
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	3,167,739	0	3,167,739	0	579,478	0	2,588,261	82%
	COLA	0	0	0	0	0	0	0	0%
	Total Revenues/Total de Ingresos	3,167,739	0	3,167,739	0	579,478	0	2,588,261	82%
Gastos:									
	Salarios	1,500,481	0	1,500,481	118,308	559,241	795,393	145,847	10%
	Beneficios	732,076	0	732,076	49,125	231,301	346,344	154,431	21%
	Provisiones	45,233	0	45,233	636	8,574	23,919	12,740	28%
	<i>Articulos para las actividades de los padres y comida para las juntas</i>	2,251	0	2,251	0	0	2,000	251	11%
	<i>Articulos de oficina para el centro</i>	42,982	0	42,982	636	8,574	21,919	12,489	29%
	Viaje y Conferencia	13,850	0	13,850	96	3,501	0	10,349	75%
	Cuotas y Membresías	3,312	0	3,312	46	1,678	506	1,128	34%
	Seguro	13,568	0	13,568	0	0	0	13,568	100%
		1,053	0	1,053	93	260	792	2	0%
	Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	921	0	921	45	360	556	6	1%
	Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Operación	251,422	0	251,422	33,518	106,100	0	145,322	58%
	Operación	274,713	0	274,713	14,108	37,108	180,821	56,784	21%
	Cuotas Intergubernamentales	9,688	0	9,688	184	883	2,976	5,829	60%
	Mejoras a los Terrenos	8,531	0	8,531	0	0	8,531	0	0%
	Gastos Indirectos	312,891	0	312,891	0	57,197	0	255,694	82%
	transferencia al fondo del café	0	0	0	0	0	0	0	#DIV/0!
	Total de Gastos	3,167,739	0	3,167,739	216,159	1,006,203	1,359,836	801,700	25%

**Executive Summary
2022/2023 Fiscal Year
November 2022
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	2,798	2,798	0	23,185	89.23%
Total Revenues	25,983	0	25,983	2,798	2,798	0	23,185	89.23%
Expenditures								
Salaries	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0.00%
Supplies	1,795	0	1,795	0	1,415	200	180	10.04%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	300	0	300	0	0	200	100	33.33%
<i>Site Supplies</i>	1,495	0	1,495	0	1,415	0	80	5.37%
Travel & Conference	19,570	0	19,570	1,295	5,093	2,570	11,907	60.84%
Contracted Services	4,618	0	4,618	0	2,984	0	1,634	35.38%
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!
Total Expenditures	25,983	0	25,983	1,295	9,492	2,770	13,721	52.81%

a

Executive Summary
2022/2023 Fiscal Year
Noviembre 2022
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	2,798	2,798	0	23,185	89%
Total de Ingresos	25,983	0	25,983	2,798	2,798	0	23,185	89%
Gastos:								
Salarios	0	0	0	0	0	0	0	0%
Beneficios	0	0	0	0	0	0	0	0%
Provisiones	1,795	0	1,795	0	1,415	200	180	10%
<i>Articulos para las actividades de los padres y comida para las juntas</i>	300	0	300	0	0	200	100	33%
<i>Articulos de oficina para el centro</i>	1,495	0	1,495	0	1,415	0	80	5%
Viaje y Conferencia	19,570	0	19,570	1,295	5,093	2,570	11,907	61%
Servicios Contratados	4,618	0	4,618	0	2,984	0	1,634	35%
Gastos Indirectos	0	0	0	0	0	0	0	#DIV/0!
	0	0	0	0	0	0	0	0%
Total de Gastos	25,983	0	25,983	1,295	9,492	2,770	13,721	53%

**Executive Summary
2022/2023 Fiscal Year
November 2022**

HEAD START SUPP AMERICAN RESCUE PLAN

Resource 5246

		Expended/Received							
	CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Encumbered	Balance	%
Revenues									
	All Other Federal	120,000	0	120,000	0	0	0	120,000	100.00%
	All other Fed Rev Carryover				0	0	0	0	
	Total Revenues	120,000	0	120,000	0	0	0	120,000	100.00%
Expenditures									
	Salaries	0	0	0	0	0	0	0	0.00%
	Benefits	0	0	0	0	0	0	0	0.00%
	Supplies	71,000	0	71,000	0	0	12,682	58,318	82.14%
	<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!
	<i>Site Supplies</i>	71,000	0	71,000	0	0	12,682	58,318	82.14%
	Travel & Conference	0	0	0	0	0	0	0	#DIV/0!
	Rentals, Leases, Repairs & Noncapitalized Improvements	0	0	0	0	0	0	0	#DIV/0!
	Contracted Services	17,976	0	17,976	0	0	0	17,976	100.00%
	Building & Improvements	28,944	0	28,944	0	0	0	28,944	100.00%
	Other Transfers & Indirect Total	2,080	0	2,080	0	0	0	2,080	100.00%
				0					
	Total Expenditures	120,000	0	120,000	0	0	12,682	107,318	89.43%

**Executive Summary
2022/2023 Fiscal Year
November 2022**

HEAD START NON-COMPETING NEW

Resource 5256

CATEGORY	Budget	Adjustment	Revised Budget	Expended/Received				Balance	%
				Current	Year-to-date	Encumbered			
Revenues									
All Other Federal	100,825	0	100,825	0	0	0	100,825	100.00%	
All other Fed Rev Carryover	0	0	0	0	0	0	0		
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	30,298	0	30,298	22,465	22,465	0	7,833	25.85%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	30,298	0	30,298	22,465	22,465	0	7,833	25.85%	
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!	
Rentals, Leases, Repairs & Noncapitalized Improvements									
Contracted Services	60,568	0	60,568	2,415	2,415	58,152	1	0.00%	
Other Transfers & Indirect Costs	9,959	0	9,959	0	0	0	9,959	100.00%	
							0		
Total Expenditures	100,825	0	100,825	24,880	24,880	58,152	17,793	17.65%	

**Executive Summary
2022/2023 Fiscal Year
November 2022**

**HEAD START/EARLY HEAD START
CREDIT CARD REPORT**

MANAGER	VISA
Gail Nadal	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Shannon McClarin	
Travel/Conference	\$ 410.05
Center Supplies	\$ 1,478.80
TOTAL	\$ 1,888.85
Genet Telahun	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Amee Dowkes	
Travel/Conference	\$ -
Center Supplies	\$ 448.89
TOTAL	\$ 448.89
Gustavo Melgoza	
Travel/Conference	\$ -
Center Supplies	\$ 199.65
TOTAL	\$ 199.65
Connie Luna	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Nicole Castrejon	
Travel/Conference	\$ -
Center Supplies	\$ 123.50
TOTAL	\$ 123.50
VISA Grand Total	\$ 2,660.89
Nugget/Food4Less	\$ -
InterState Oil	\$ 342.18
TOTAL MONTHLY EXPENDITURES:	\$ 3,003.07

**Credit card statements available upon request

**Executive Summary
2022/2023 Fiscal Year
Noviembre 2022**

**Programas Head Start/Early Head Start
REPORTE DE TARJETAS DE CRÉDITO
Año FISCAL 2022/2023**

SUPERVISOR	VISA
Gail Nadal	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ -
	\$ -
Shannon McClarin	
Viaje/Conferencia	\$ 410.05
Artículos para el centro	\$ 1,478.80
Total	\$ 1,888.85
Genet Telahun	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ -
	\$ -
Total	\$ -
Amee Dowkes	
Viaje/Conferencia	\$ -
Artículos para oficina	\$ 448.89
Total	\$ 448.89
Gustavo Melgoza	
Viaje/Conferencia	\$ -
Artículos para oficina	\$ 199.65
Total	\$ 199.65
Connie Luna	
Viaje/conferencia	\$ -
Articulos para oficina	\$ -
	\$ -
Total	\$ -
Nicole Castrejon	
Viaje/conferencia	\$ -
Articulos para oficina	\$ 123.50
Total	\$ 123.50
VISA Grand Total	\$ 2,660.89
NUGGET/FOOD 4 LESS	\$ -
INTERSTATE OIL	\$ 342.18

Total de Gastos Mensuales: \$ 3,003.07 ***

***Estados de ceunta de als tarjetas de credito, estan despinsibles, si son solicitadas.

**Executive Summary
2022/2023 Fiscal Year
November 2022**

Headstart / Early Head Start

Step 1: Calculate % rent is administrative expense

Administrative Square Footage	Total Square Footage	% of Total Square Footage	Plant Services Charges (FN 8000-8999)	% of Rent allocated to Admin
-	-	#DIV/0!	\$ -	#DIV/0!

Dual Facility Costs - All Sites - July thru June				
Administrative Square Footage	Total Square Footage	% of Total Square Footage	Plant Services Charges (FN 8000-8999)	% of Rent allocated to Admin
360.00	22,125.00	0.013145	\$ 43,549.00	\$ 572.45

Step 2: Calculate maximum administrative expenses allowed for 15%

Federal Share	\$ 339,347.59	All Grants
Required 20 percent NFS	\$ 84,836.90	Non Federal Share
Total Approved Costs	\$ 424,184.49	
15% Administrative Cost Limitation	<u>\$ 63,627.67</u>	

Step 3: Identify total administrative expenses

Dual Facility Costs	\$ 572.45	Per Above Calculation in step 1
School Admin	\$ 10,151.25	Staff charged to Administration
General Admin	\$ 31,627.20	Indirect
Total	<u>\$ 42,350.89</u>	

Grant Expenditures	\$ 339,347.59
Less Capital Outlay	\$ -
= Expenditures subject to indirect	<u>\$ 339,347.59</u>

Currently Charged Admin Costs	\$ 42,350.89
In-Kind Indirect	\$ -
In - Kind Administrative	\$ -
Administrative Total	<u>\$ 42,350.89</u>

Step 4: Calculate actual administrative percentage and verify less or equal to 15%

Maximum allowed Administrative Percent: 15%

Calculated Percentage to date: 10%

**Executive Summary
2022/2023 Fiscal Year
November 2022**

HEAD START/EARLY HEAD START

Month	Year	Location									Grand	
		Other	Alyce Norman	Itinerant	Esparto	Lemen	Charter	Lincoln/Plainfield	Valley Oak/Winters	MCC	Total	
July	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
August	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
September	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
October	2022	\$ 246,597.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 246,597.00
November	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
December	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
January	2023	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
February	2023	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
March	2023	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
April	2023	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
May	2023	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
June	2023	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
		\$ 422,421.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 422,421.00

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of 10/31/22	In-Kind Required
Head Start & Quality Improvement:	1,006,202.79	251,550.70
Head Start T & TA:	12,015.65	3,003.91
Early Head Start & Quality Improvement:	400,452.67	100,113.17
Early Head Start T & TA:	9,492.11	2,373.03
Total:	1,428,163.22	357,040.81

Amount Required: 357,040.81
 Actual In-Kind: 422,421.00
 *Surplus/(Deficit): 65,380.19
 Surplus(Deficit): 65,380.19

If deficit: will be returned to Federal Government from unrestricted dollars

Executive Summary
2022/2023 Fiscal Year
December 2022

HEAD START & QUALITY IMPROVEMENT/PROGRAMA HEAD START			
Resource 5210 & 5219/Recurso 5210 & 5219			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	3,167,739.00
Expenditures/Gastos:			
Salaries/Salarios	\$ 116,599.27	\$	675,840.24
Benefits/Beneficios	\$ 47,646.98	\$	278,948.45
Supplies/Provisiones	\$ 12,178.98	\$	20,753.23
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ 12,178.98	\$	20,753.23
Contracted Services/Servicios Contratados	\$ 10,562.29	\$	47,669.88
Operations/Gastos de Operacion	\$ 19,931.35	\$	132,713.18
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ 47,365.39	\$	104,562.07
Cafeteria Fund/transerencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 254,284.26	\$	1,260,487.05

EARLY HEAD START & QUALITY IMPROVEMENT/PROGRAMA EARLY HEAD START			
Resource 5212 & 5229/Recurso 5212 & 5229			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	1,218,015.00
Expenditures/Gastos:			
Salaries/Salarios	\$ 41,705.91	\$	259,906.04
Benefits/Beneficios	\$ 17,097.67	\$	103,075.23
Supplies/Provisiones	\$ 3,743.04	\$	8,675.19
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ 3,743.04	\$	8,675.19
Contracted Services/Servicios Contratados	\$ 4,071.40	\$	48,638.41
Operations/Gastos de Operacion	\$ 4,227.96	\$	27,711.00
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ 18,141.74	\$	41,434.16
Cafeteria Fund/transerencia al fondo del café	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 88,987.72	\$	489,440.03

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	\$ -	\$	1,725.09
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	1,725.09
Contracted Services/Servicios Contratados	\$ -	\$	4,311.58
Operations/Gastos de Operacion	\$ 156.44	\$	6,135.42
Indirect Costs/Castos Indirectos	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 156.44	\$	12,172.09

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	\$ -	\$	1,414.71
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	1,414.71
Contracted Services/Servicios Contratados	\$ -	\$	2,984.24
Operations/Gastos de Operacion	\$ 133.38	\$	5,226.54
Indirect Costs/Castos Indirectos	\$ -	\$	-
Total Expenditures/Total de Gastos	\$ 133.38	\$	9,625.49

Credit Cards	Monthly Expense
Visa	\$ 9,243.35
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ 131.25
Interstate Oil	\$ 123.02
Total Credit Cards	\$ 9,497.62

Calculation of In-Kind Contributions				Administrative Percent Calculation	
	Dollars Expended				
	Year-To-Date	In-Kind Required			
Head Start	\$ 1,260,487.05	\$ 315,121.76	Maximum Percent Allowed		15%
HS T & TA	\$ 12,172.09	\$ 3,043.02	Calculated Percent for the Month		12%
Early HS	\$ 489,440.03	\$ 122,360.01	Annual Percentage		13%
EHS T & TA	\$ 9,625.49	\$ 2,406.37			
Total	\$ 1,771,724.66	\$ 442,931.17			
	Amount Required:	\$ 442,931.17			
	Actual In-Kind:	\$ 634,103.07			
	*Surplus/(Deficit):	\$ 191,171.91			
If deficit: will be returned to Federal Government from unrestricted dollars					

**Executive Summary
2022/2023 Fiscal Year
December 2022**

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	\$ 3,167,739	\$ 254,284	\$ 1,260,487	\$ 211,510	\$ 1,695,742	39.79%	6.68%	53.53%
Early Head Start/Quality Improvement	\$ 1,218,015	\$ 88,988	\$ 489,440	\$ 49,265	\$ 679,310	40.18%	4.04%	55.77%
Head Start Supp American Rescue Plan	\$ 120,000	\$ -	\$ -	\$ 41,536	\$ 78,464	0.00%	34.61%	65.39%
Head Start Non-Competing New	\$ 100,825	\$ 9,447	\$ 34,326	\$ 50,098	\$ 16,401	34.05%	49.69%	16.27%
Head Start T&TA	\$ 34,554	\$ 156	\$ 12,172	\$ 3,708	\$ 18,674	35.23%	10.73%	54.04%
Early Head Start T&TA	\$ 25,983	\$ 133	\$ 9,625	\$ 3,046	\$ 13,311	37.05%	11.72%	51.23%
Total Grant	\$ 4,667,116	\$ 353,009	\$ 1,806,051	\$ 359,162	\$ 2,501,903	38.70%	7.70%	53.61%

Credit Cards	Monthly Expense
Visa	\$ 9,243.35
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ 131.25
Interstate Oil	\$ 123.02
Total Credit Card Expense	\$ 9,497.62

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:	\$ 1,260,487.05	\$ 315,121.76
Head Start T & TA:	\$ 12,172.09	\$ 3,043.02
Early Head Start & Quality Improvement:	\$ 489,440.03	\$ 122,360.01
Early Head Start T & TA:	\$ 9,625.49	\$ 2,406.37
Total	\$ 1,771,724.66	\$ 442,931.17
Amount Required:	\$ 442,931.17	
Actual In-Kind:	\$ 634,103.07	
*Surplus/(Deficit):	\$ 191,171.91	
If deficit: will be returned to Federal Government from unrestricted dollars		

**Executive Summary
2022/2023 Fiscal Year
December 2022**

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	1,218,015	0	1,218,015	184,402	420,523	0	797,492	65.47%	
Prior Year	0	0	0	0	0	0	0	#DIV/0!	
COLA	0	0	0	0	0	0	0		
Total Revenues	1,218,015	0	1,218,015	184,402	420,523	0	797,492	65.47%	
Expenditures									
Salaries	625,606	0	625,606	41,706	259,906	0	365,700	58.46%	
Benefits	268,656	0	268,656	17,098	103,075	0	165,581	61.63%	
Supplies	36,648	0	36,648	3,743	8,675	11,655	16,317	44.52%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	2,069	0	2,069	0	0	532	1,537	74.30%	
<i>Site Supplies</i>	34,579	0	34,579	3,743	8,675	11,124	14,780	42.74%	
Travel & Conference	3,727	0	3,727	754	2,169	0	1,558	41.81%	
Dues & Memberships	1,864	0	1,864	0	554	169	1,142	61.24%	
Insurance	3,051	0	3,051	0	0	0	3,051	100.00%	
Operations and Housekeeping	306	0	306	0	63	189	53	17.45%	
Rentals, Leases, Repairs & Noncapitalized									
Improvements	2,200	0	2,200	11	99	130	1,971	89.60%	
Direct Costs for Transfer of Services	48,782	0	48,782	3,462	24,826	0	23,956	49.11%	
Professional/Contracted Services & Operating									
Expenditures	104,452	0	104,452	4,071	48,638	36,662	19,151	18.34%	
Intergovernmental Fees	2,414	0	2,414	0	0	460	1,954	80.96%	
Indirect Costs	120,309	0	120,309	18,142	41,434	0	78,875	65.56%	
Improvements	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	1,218,015	0	1,218,015	88,988	489,440	49,265	679,310	55.77%	

Executive Summary
2022/2023 Fiscal Year
December 2022
PROGRAMA EARLY HEAD START
PRESUPUESTO DEL AÑO FISCAL 2022/2023

Recurso 5212 & 5229

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	Sobrecargado		
Ingresos:								
Todos los otros Federales	1,218,015	0	1,218,015	184,402	420,523	0	797,492	65.47%
	0	0	0	0	0	0	0	#DIV/0!
	0	0	0	0	0	0	0	
Total de Ingresos	1,218,015	0	1,218,015	184,402	420,523	0	797,492	65.47%
Gastos:								
Salarios	625,606	0	625,606	41,706	259,906	0	365,700	58.46%
Beneficios	268,656	0	268,656	17,098	103,075	0	165,581	61.63%
Provisiones	36,648	0	36,648	3,743	8,675	11,655	16,317	44.52%
<i>Articulos para las actividades de los padres y comida para las juntas</i>	2,069	0	2,069	0	0	532	1,537	74.30%
<i>Articulos de oficina para el centro</i>	34,579	0	34,579	3,743	8,675	11,124	14,780	42.74%
Viaje y Conferencia	3,727	0	3,727	754	2,169	0	1,558	42%
Cuotas y Membresías	1,864	0	1,864	0	554	169	1,142	61%
Seguro	3,051	0	3,051	0	0	0	3,051	100%
Operations and Housekeeping	306	0	306	0	63	189	53	17%
Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	2,200	0	2,200	11	99	130	1,971	90%
Costos Directos para Transferencias de Servicios	48,782	0	48,782	3,462	24,826	0	23,956	49%
Servicios Profesionales/Contratados y Gastos de	104,452	0	104,452	4,071	48,638	36,662	19,151	18%
Cuotas Intergubernamentales	2,414	0	2,414	0	0	460	1,954	81%
Gastos Indirectos	120,309	0	120,309	18,142	41,434	0	78,875	66%
Equipment	0	0	0	0	0	0	0	#DIV/0!
Total de Gastos	1,218,015	0	1,218,015	88,988	489,440	49,265	679,310	56%

**Executive Summary
2022/2023 Fiscal Year
December 2022
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	8,237	12,016	0	22,538	65.23%	
COLA	0	0	0	0	0	0	0		
Total Revenues	34,554	0	34,554	8,237	12,016	0	22,538	65.23%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	2,990	0	2,990	0	1,725	328	937	31.32%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,125	0	1,125	0	0	300	825	73.33%	
<i>Site Supplies</i>	1,865	0	1,865	0	1,725	28	112	5.98%	
Travel & Conference	25,463	0	25,463	156	6,135	3,379	15,948	62.63%	
Contracted Services	6,101	0	6,101	0	4,312	0	1,789	29.33%	
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	34,554	0	34,554	156	12,172	3,708	18,674	54.04%	

**Executive Summary
2022/2023 Fiscal Year
Diciembre 2022
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	8,237	12,016	0	22,538	65%
COLA	0	0	0	0	0	0	0	0%
Total de Ingresos	34,554	0	34,554	8,237	12,016	0	22,538	65%
Gastos:								
Salarios	0	0	0	0	0	0	0	0%
Beneficios	0	0	0	0	0	0	0	0%
Provisiones	2,990	0	2,990	0	1,725	328	937	31%
<i>Artículos para las actividades de los padres y comida para las juntas</i>	1,125	0	1,125	0	0	300	825	73%
<i>Artículos de oficina para el centro</i>	1,865	0	1,865	0	1,725	28	112	6%
Viaje y Conferencia	25,463	0	25,463	156	6,135	3,379	15,948	63%
Servicios Contratados	6,101	0	6,101	0	4,312	0	1,789	29%
Gastos Indirectos	0	0	0	0	0	0	0	#DIV/0!
Total de Gastos	34,554	0	34,554	156	12,172	3,708	18,674	54%

**Executive Summary
2022/2023 Fiscal Year
December 2022**

HEAD START & QUALITY IMPROVEMENT

Resource 5210 HS & Quality Improvement RS 5219

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	3,167,739	0	3,167,739	480,434	1,059,912	0	2,107,827	66.54%	
Indirect	0	0	0	0	0	0	0	0.00%	
COLA	0	0	0	0	0	0	0	0.00%	
Total Revenues	3,167,739	0	3,167,739	480,434	1,059,912	0	2,107,827	66.54%	
Expenditures:									
Salaries	1,508,731	0	1,508,731	116,599	675,840	0	832,891	55.20%	
Benefits	732,056	0	732,056	47,647	278,948	0	453,108	61.90%	
Supplies	39,332	0	39,332	12,179	20,753	17,515	1,064	2.70%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	2,251	0	2,251	0	0	2,161	90	4.00%	
<i>Site Supplies</i>	37,081	0	37,081	12,179	20,753	15,354	974	2.63%	
Travel & Conference	13,850	0	13,850	1,059	4,560	0	9,290	67.08%	
Dues & Memberships	3,312	0	3,312	0	1,678	506	1,128	34.06%	
Insurance	13,568	0	13,568	0	0	0	13,568	100.00%	
Operations & Housekeeping	1,053	0	1,053	10	270	782	2	0.17%	
Rentals, Leases, Repairs & Noncapitalized Improvements	921	0	921	47	407	508	6	0.60%	
Direct Costs for Transfer of Services	251,373	0	251,373	18,777	124,878	0	126,495	50.32%	
Professional/Contracted Services & Operating Expenditures	272,433	0	272,433	10,562	47,670	180,730	44,033	16.16%	
Intergovernmental Fees	9,688	0	9,688	38	921	2,938	5,829	60.17%	
Equipment	8,531	0	8,531	0	0	8,531	0	0.01%	
Indirect Costs	312,891	0	312,891	47,365	104,562	0	208,329	66.58%	
Improvements	0	0	0	0	0	0	0	#DIV/0!	
Total Expenditures	3,167,739	0	3,167,739	254,284	1,260,487	211,510	1,695,742	53.53%	

Executive Summary
2022/2023 Fiscal Year
December 2022
PROGRAMA HEAD START

Recurso 5210		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Gastado/Recibido Sobrecargado	Balance	%
	CATEGORÍA								%
Ingresos:									
	Todos los otros Federales	3,167,739	0	3,167,739	480,434	1,059,912	0	2,107,827	67%
	COLA	0	0	0	0	0	0	0	0%
	Total Revenues/Total de Ingresos	3,167,739	0	3,167,739	480,434	1,059,912	0	2,107,827	67%
Gastos:									
	Salarios	1,508,731	0	1,508,731	116,599	675,840	0	832,891	55%
	Beneficios	732,056	0	732,056	47,647	278,948	0	453,108	62%
	Provisiones	39,332	0	39,332	12,179	20,753	17,515	1,064	3%
	<i>Articulos para las actividades de los padres y comida para las juntas</i>	2,251	0	2,251	0	0	2,161	90	4%
	<i>Articulos de oficina para el centro</i>	37,081	0	37,081	12,179	20,753	15,354	974	3%
	Viaje y Conferencia	13,850	0	13,850	1,059	4,560	0	9,290	67%
	Cuotas y Membresías	3,312	0	3,312	0	1,678	506	1,128	34%
	Seguro	13,568	0	13,568	0	0	0	13,568	100%
		1,053	0	1,053	10	270	782	2	0%
	Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	921	0	921	47	407	508	6	1%
	Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Operación	251,373	0	251,373	18,777	124,878	0	126,495	50%
	Operación	272,433	0	272,433	10,562	47,670	180,730	44,033	16%
	Cuotas Intergubernamentales	9,688	0	9,688	38	921	2,938	5,829	60%
	Mejoras a los Terrenos	8,531	0	8,531	0	0	8,531	0	0%
	Gastos Indirectos	312,891	0	312,891	47,365	104,562	0	208,329	67%
	transferencia al fondo del café	0	0	0	0	0	0	0	#DIV/0!
									0%
	Total de Gastos	3,167,739	0	3,167,739	254,284	1,260,487	211,510	1,695,742	54%

**Executive Summary
2022/2023 Fiscal Year
December 2022
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	6,694	9,492	0	16,491	63.47%
Total Revenues	25,983	0	25,983	6,694	9,492	0	16,491	63.47%
Expenditures								
Salaries	0	0	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0	0	0.00%
Supplies	1,795	0	1,795	0	1,415	200	180	10.04%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	300	0	300	0	0	200	100	33.33%
<i>Site Supplies</i>	1,495	0	1,495	0	1,415	0	80	5.37%
Travel & Conference	19,570	0	19,570	133	5,227	2,846	11,497	58.75%
Contracted Services	4,618	0	4,618	0	2,984	0	1,634	35.38%
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!
Total Expenditures	25,983	0	25,983	133	9,625	3,046	13,311	51.23%

a

Executive Summary
2022/2023 Fiscal Year
December 2022
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	6,694	9,492	0	16,491	63%
Total de Ingresos	25,983	0	25,983	6,694	9,492	0	16,491	63%
Gastos:								
Salarios	0	0	0	0	0	0	0	0%
Beneficios	0	0	0	0	0	0	0	0%
Provisiones	1,795	0	1,795	0	1,415	200	180	10%
<i>Articulos para las actividades de los padres y comida para las juntas</i>	300	0	300	0	0	200	100	33%
<i>Articulos de oficina para el centro</i>	1,495	0	1,495	0	1,415	0	80	5%
Viaje y Conferencia	19,570	0	19,570	133	5,227	2,846	11,497	59%
Servicios Contratados	4,618	0	4,618	0	2,984	0	1,634	35%
Gastos Indirectos	0	0	0	0	0	0	0	#DIV/0!
	0	0	0	0	0	0	0	0%
Total de Gastos	25,983	0	25,983	133	9,625	3,046	13,311	51%

Executive Summary
2022/2023 Fiscal Year
December 2022

HEAD START SUPP AMERICAN RESCUE PLAN

Resource 5246

		Expended/Received							
CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Encumbered	Balance	%	
Revenues									
All Other Federal	120,000	0	120,000	0	0	0	120,000	100.00%	
All other Fed Rev Carryover				0	0	0	0		
Total Revenues	120,000	0	120,000	0	0	0	120,000	100.00%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	1,000	0	1,000	0	0	41,536	(40,536)	#####	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	1,000	0	1,000	0	0	41,536	(40,536)	#####	
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!	
Rentals, Leases, Repairs & Noncapitalized Improvements	0	0	0	0	0	0	0	#DIV/0!	
Contracted Services	17,976	0	17,976	0	0	0	17,976	100.00%	
Building & Improvements	98,944	0	98,944	0	0	0	98,944	100.00%	
Other Transfers & Indirect Total	2,080	0	2,080	0	0	0	2,080	100.00%	
			0						
Total Expenditures	120,000	0	120,000	0	0	41,536	78,464	65.39%	

**Executive Summary
2022/2023 Fiscal Year
December 2022**

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	27,606	27,606	0	73,219	72.62%	
All other Fed Rev Carryover	0		0	0	0	0	0		
Total Revenues	100,825	0	100,825	27,606	27,606	0	73,219	72.62%	
Expenditures									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	30,298	0	30,298	0	22,465	0	7,833	25.85%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!	
<i>Site Supplies</i>	30,298	0	30,298	0	22,465	0	7,833	25.85%	
Travel & Conference	0	0	0	0	0	0	0	#DIV/0!	
Rentals, Leases, Repairs & Noncapitalized Improvements									
Contracted Services	60,568	0	60,568	6,720	9,135	50,098	1,335	2.20%	
Other Transfers & Indirect Costs	9,959	0	9,959	2,727	2,727	0	7,232	72.62%	
							0		
Total Expenditures	100,825	0	100,825	9,447	34,326	50,098	16,401	16.27%	

**Executive Summary
2022/2023 Fiscal Year
December 2022**

**HEAD START/EARLY HEAD START
CREDIT CARD REPORT**

MANAGER	VISA
Gail Nadal	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Shannon McClarin	
Travel/Conference	\$ -
Center Supplies	\$ 6,491.33
TOTAL	\$ 6,491.33
Genet Telahun	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Amee Dowkes	
Travel/Conference	\$ -
Center Supplies	\$ -
TOTAL	\$ -
Gustavo Melgoza	
Travel/Conference	\$ -
Center Supplies	\$ 128.52
TOTAL	\$ 128.52
Connie Luna	
Travel/Conference	\$ -
Center Supplies	\$ 2,500.00
TOTAL	\$ 2,500.00
Nicole Castrejon	
Travel/Conference	\$ -
Center Supplies	\$ 123.50
TOTAL	\$ 123.50
VISA Grand Total	\$ 9,243.35
Nugget/Food4Less	\$ 131.25
InterState Oil	\$ 123.02
TOTAL MONTHLY EXPENDITURES:	\$ 9,497.62

**Credit card statements available upon request

**Executive Summary
2022/2023 Fiscal Year
Diciembre 2022**

**Programas Head Start/Early Head Start
REPORTE DE TARJETAS DE CRÉDITO
Año FISCAL 2022/2023**

SUPERVISOR		VISA
Gail Nadal		
Viaje/Conferencia		\$ -
Artículos para el centro		\$ -
		\$ -
Shannon McClarin		
Viaje/Conferencia		\$ -
Artículos para el centro		\$ 6,491.33
Total		\$ 6,491.33
Genet Telahun		
Viaje/Conferencia		\$ -
Artículos para el centro		\$ -
Total		\$ -
Amee Dowkes		
Viaje/Conferencia		\$ -
Artículos para oficina		\$ -
Total		\$ -
Gustavo Melgoza		
Viaje/Conferencia		\$ -
Artículos para oficina		\$ 128.52
Total		\$ 128.52
Connie Luna		
Viaje/conferencia		\$ -
Articulos para oficina		\$ 2,500.00
Total		\$ 2,500.00
Nicole Castrejon		
Viaje/conferencia		\$ -
Articulos para oficina		\$ 123.50
Total		\$ 123.50
VISA Grand Total		\$ 9,243.35
NUGGET/FOOD 4 LESS		\$ 131.25
INTERSTATE OIL		\$ 123.02

Total de Gastos Mensuales: \$ 9,497.62 ***

***Estados de ceunta de als tarjetas de credito, estan despinsibles, si son solicitadas.

**Executive Summary
2022/2023 Fiscal Year
December 2022**

Headstart / Early Head Start

Step 1: Calculate % rent is administrative expense

Administrative Square Footage	Total Square Footage	% of Total Square Footage	Plant Services Charges (FN 8000-8999)	% of Rent allocated to Admin
-	-	#DIV/0!	\$ -	#DIV/0!

Dual Facility Costs - All Sites - July thru June				
Administrative Square Footage	Total Square Footage	% of Total Square Footage	Plant Services Charges (FN 8000-8999)	% of Rent allocated to Admin
360.00	22,125.00	0.013145	\$ 21,175.13	\$ 278.34

Step 2: Calculate maximum administrative expenses allowed for 15%

Federal Share	\$ 353,008.25	All Grants
Required 20 percent NFS	\$ 88,252.06	Non Federal Share
Total Approved Costs	\$ 441,260.31	
15% Administrative Cost Limitation	<u>\$ 66,189.05</u>	

Step 3: Identify total administrative expenses

Dual Facility Costs	\$ 278.34	Per Above Calculation in step 1
School Admin	\$ 12,556.42	Staff charged to Administration
General Admin	\$ 26,540.97	Indirect
Total	<u>\$ 39,375.73</u>	

Grant Expenditures	\$ 284,774.31
Less Capital Outlay	\$ -
= Expenditures subject to indirect	<u>\$ 284,774.31</u>

Currently Charged Admin Costs	\$ 39,375.73
In-Kind Indirect	\$ -
In - Kind Administrative	\$ -
Administrative Total	<u>\$ 39,375.73</u>

Step 4: Calculate actual administrative percentage and verify less or equal to 15%

Maximum allowed Administrative Percent: 15%

Calculated Percentage to date: 9%

**Executive Summary
2022/2023 Fiscal Year
December 2022**

HEAD START/EARLY HEAD START

Month	Year	Location									Grand	
		Other	Alyce Norman	Itinerant	Esparto	Lemen	Charter	Lincoln/Plainfield	Valley Oak/Winters	MCC	Total	
July	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
August	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
September	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
October	2022	\$ 246,597.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 246,597.00
November	2022	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
December	2022	\$ 227,666.07	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 227,666.07
January	2023	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
February	2023	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
March	2023	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
April	2023	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
May	2023	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
June	2023	\$ 15,984.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,984.00
		\$ 634,103.07	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 634,103.07

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of 12/31/22	In-Kind Required
Head Start & Quality Improvement:	1,260,487.05	315,121.76
Head Start T & TA:	12,172.09	3,043.02
Early Head Start & Quality Improvement:	489,440.03	122,360.01
Early Head Start T & TA:	9,625.49	2,406.37
Total:	1,771,724.66	442,931.17

Amount Required: 442,931.17
Actual In-Kind: 634,103.07

*Surplus/(Deficit): 191,171.91

Surplus(Deficit): 191,171.91

If deficit: will be returned to Federal Government from unrestricted dollars

Executive Summary
2022/2023 Fiscal Year
December 2022

CARRY OVER HEAD START & QUALITY IMPROVEMENT/PROGRAMA HEAD START			
Resource 5210 & 5219/Recurso 5210 & 5219			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	173,108.00
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	\$	-	\$ -
Building/Land Improvements	\$	-	\$ -
Indirect Costs/Castos Indirectos	\$	-	\$ -
Cafeteria Fund/transerencia al fondo del café	\$	-	\$ -
Total Expenditures/Total de Gastos	\$	-	\$ -

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:		\$	46,520.00
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	\$	-	\$ -
Building/Land Improvements	\$	-	\$ -
Indirect Costs/Castos Indirectos	\$	-	\$ -
Cafeteria Fund/transerencia al fondo del café	\$	-	\$ -
Total Expenditures/Total de Gastos	\$	-	\$ -

CARRY OVER HEAD START T&TA/PROGRAMA HEAD START T & TA			
Resource 5208/Recurso 5208			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	359.00
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:		\$	-
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
2022/2023 Fiscal Year
December 2022**

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	\$ 173,108	\$ -	\$ -	\$ 16,850	\$ 156,258	0.00%	9.73%	90.27%
Early Head Start/Quality Improvement	\$ 46,520	\$ -	\$ -	\$ -	\$ 46,520	0.00%	0.00%	100.00%
Head Start COVID-19	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	#DIV/0!	#DIV/0!
Early Head Start COVID-19	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	#DIV/0!	#DIV/0!
Head Start T&TA	\$ 359	\$ -	\$ -	\$ -	\$ 359	0.00%	0.00%	100.00%
Early Head Start T&TA	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	#DIV/0!	#DIV/0!
Total Grant	\$ 219,987	\$ -	\$ -	\$ 16,850	\$ 203,137	0.00%	7.66%	92.34%

**Executive Summary
2022/2023 Fiscal Year
December 2022**

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	46,520	0	46,520	0	0	0	46,520	100.00%
Prior Year		0	0	0	0	0	0	#DIV/0!
COLA	0	0	0	0	0	0	0	
Total Revenues	46,520	0	46,520	0	0	0	46,520	100.00%
Expenditures								
Salaries	0	0	0	0	0	0	0	#DIV/0!
Benefits	0	0	0	0	0	0	0	#DIV/0!
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!
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	0	0	0	0	0	0	0	#DIV/0!
Intergovernmental Fees	0	0	0	0	0	0	0	#DIV/0!
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!
Equipment	46,520	0	46,520	0	0	0	46,520	100.00%
Total Expenditures	46,520	0	46,520	0	0	0	46,520	100.00%

**Executive Summary
2022/2023 Fiscal Year
December 2022**

**PROGRAMA EARLY HEAD START
PRESUPUESTO DEL AÑO FISCAL 2021/22**

CARRY OVER FUNDS:

Recurso 5212 & 5229

CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
					Lo que va del año	obrecargar		
Ingresos:								
Todos los otros Federales	46,520	0	46,520	0	0	0	46,520	100.00%
	0	0	0	0	0	0	0	#DIV/0!
	0		0		0		0	
Total de Ingresos	46,520	0	46,520	0	0	0	46,520	100.00%
Gastos:								
Salarios	0	0	0	0	0	0	0	#DIV/0!
Beneficios	0	0	0	0	0	0	0	#DIV/0!
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	0	0	0	0	0	0	0	#DIV/0!
Cuotas y Membresias	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	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	0	0	0	0	0	0	0	#DIV/0!
Cuotas Intergubernamentales	0	0	0	0	0	0	0	#DIV/0!
Gastos Indirectos	0	0	0	0	0	0	0	#DIV/0!
Improvements	46,520	0	46,520	0	0	0	46,520	100.00%
Total de Gastos	46,520	0	46,520	0	0	0	46,520	100.00%

**Executive Summary
2022/2023 Fiscal Year
December 2022**

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	359	0	359	0	0	0	0	359	100.00%
COLA	0	0	0	0	0	0	0	0	
Total Revenues	359	0	359	0	0	0	0	359	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	359	0	359	0	0	0	0	359	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	359	0	359	0	0	0	0	359	100.00%

**Executive Summary
2022/2023 Fiscal Year
Diciembre 2022**

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	359	0	359	0	0	0	359	100.00%
COLA	0	0	0	0	0	0	0	
Total de Ingresos	359	0	359	0	0	0	359	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	359	0	359	0	0	0	359	
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	359	0	359	0	0	0	359	100.00%

**Executive Summary
2022/2023 Fiscal Year
December 2022**

HEAD START & QUALITY IMPROVEMENT

CARRY OVER FUNDS:

Resource 5210 HS & Quality Improvement RS 5219

CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Expended/Received			% %
						Encumbered	Balance		
Revenues									
All Other Federal	173,108	0	173,108	0	0	0	0	173,108	100.00%
Indirect		0	0	0	0	0	0	0	0.00%
COLA	0	0	0	0	0	0	0	0	0.00%
Total Revenues	173,108	0	173,108	0	0	0	0	173,108	100.00%
Expenditures:									
Salaries	8,549	0	8,549	0	0	0	0	8,549	100.00%
Benefits	463	0	463	0	0	0	0	463	100.00%
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	0	0	0	0	0	0	0	0	#DIV/0!
Dues & Memberships	0	0	0	0	0	0	0	0	#DIV/0!
Insurance	0	0	0	0	0	0	0	0	#DIV/0!
Operations & Housekeeping	0	0	0	0	0	0	0	0	#DIV/0!
Rentals, Leases, Repairs & Noncapitalized									
Improvements	0	0	0	0	0	0	0	0	#DIV/0!
Direct Costs for Transfer of Services	0	0	0	0	0	0	0	0	#DIV/0!
Professional/Contracted Services &									
Operating Expenditures	0	0	0	0	0	0	0	0	#DIV/0!
Intergovernmental Fees	0	0	0	0	0	0	0	0	#DIV/0!
Equipment	163,108	0	163,108	0	0	16,850	146,258	146,258	89.67%
Indirect Costs	988	0	988	0	0	0	988	988	100.00%
Improvements	0	0	0	0	0	0	0	0	#DIV/0!
Total Expenditures	173,108	0	173,108	0	0	16,850	156,258	156,258	90.27%

**Executive Summary
2022/2023 Fiscal Year
Diciembre 2022**

PROGRAMA HEAD START

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	173,108	0	173,108	0	0	0	173,108	100.00%
COLA	0	0	0	0	0	0	0	#DIV/0!
Total Revenues/Total de Ingresos	173,108	0	173,108	0	0	0	173,108	
Gastos:								
Salarios	8,549	0	8,549	0	0	0	8,549	100.00%
Beneficios	463	0	463	0	0	0	463	100.00%
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	0.00%
<i>Artículos de oficina para el centro</i>	0	0	0	0	0	0	0	#DIV/0!
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	0	0	0	0	0	0	0	#DIV/0!
Cuotas Intergubernamentales	0	0	0	0	0	0	0	#DIV/0!
Equipment	163,108	0	163,108	0	0	16,850	146,258	89.67%
Gastos Indirectos	988	0	988	0	0	0	988	100.00%
Improvements	0	0	0	0	0	0	0	#DIV/0!
Total de Gastos	173,108	0	173,108	0	0	16,850	156,258	90.27%

**Executive Summary
2022/2023 Fiscal Year
December 2022**

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	0	0	0	0	0	0	0	#DIV/0!
Total Revenues	0	0	0	0	0	0	0	#DIV/0!
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	0	0	0	0	0	0	0	#DIV/0!
Contracted Services	0	0	0	0	0	0	0	#DIV/0!
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!
Total Expenditures	0	0	0	0	0	0	0	#DIV/0!

**Executive Summary
2022/2023 Fiscal Year
Diciembre 2022**

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	0	0	0	0	0	0	0	#DIV/0!
Total de Ingresos	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	#DIV/0!
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	0	0	0	0	0	0	0	#DIV/0!

**Executive Summary
2022/2023 Fiscal Year
December 2022**

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	0	0	0	0	0	0	0	0	#DIV/0!
Total Revenues	0	0	0	0	0	0	0	0	#DIV/0!
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!
Rentals , Repairs, Leases	0	0	0	0	0	0	0	0	#DIV/0!
Contracted Services	0	0	0	0	0	0	0	0	#DIV/0!
Indirect Costs	0	0	0	0	0	0	0	0	#DIV/0!
Improvements	0	0	0	0	0	0	0	0	#DIV/0!
Equipment	0	0	0	0	0	0	0	0	#DIV/0!
Total Expenditures	0	0	0	0	0	0	0	0	#DIV/0!

**Executive Summary
2022/2023 Fiscal Year
December 2022**

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	0	0	0	0	0	0	0	0	#DIV/0!
Total Revenues	0	0	0	0	0	0	0	0	#DIV/0!
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!
Rentals, Repairs, Leases	0	0	0	0	0	0	0	0	#DIV/0!
Contracted Services	0	0	0	0	0	0	0	0	#DIV/0!
Indirect Costs	0	0	0	0	0	0	0	0	#DIV/0!
Improvements	0	0	0	0	0	0	0	0	#DIV/0!
Total Expenditures	0	0	0	0	0	0	0	0	#DIV/0!



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Tax, and Consulting

**COMMUNICATION WITH THOSE CHARGED
WITH GOVERNANCE**

December 6, 2022

To the Board of Education
Yolo County Office of Education
Woodland, California

We have audited the basic financial statements of Yolo County Office of Education (the “County”) as of and for the year ended June 30, 2022, and have issued our report thereon dated December 6, 2022. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated February 12, 2021, our responsibility, as described by professional standards, is to form and express an opinion(s) about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the County solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm, have complied with all relevant ethical requirements regarding independence.

We follow the AICPA Ethics Standard Rule 201C, in conjunction with this, we annually review with all engagement staff potential conflicts and obtain a conflict certification. In addition, we inquire on each engagement about potential conflicts with staff. We have not identified any relationships or other matters that in the auditor's judgment may be reasonably thought to bear on independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the County is included in Note 1 to the financial statements. There have been no initial selection of accounting policies or other changes in significant accounting policies or their application during the fiscal year ended June 30, 2022. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus. However, there are new Governmental Accounting Standards that may affect the County in future years. (See Attachment I)

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are the collectability of receivables, the County's proportionate share of net pension liability, and the County's net OPEB liability.

Management's estimate of the collectability of receivables is based on past experience with collections from various entities. The estimates for the County's proportionate share of net pension liabilities and the County's net OPEB liability are based on actuarial studies. We evaluated key factors and assumptions used to develop the estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole and in relation to the applicable opinion units.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgement and are particularly sensitive because of their significance to financial statement users. The OPEB and pension disclosures included in footnotes 8 and 9, respectively, required significant judgements to calculate the County's net OPEB liability, deferred outflows and inflows related to OPEB, OPEB expense, the County's proportionate share of the net pension liability for CalPERS and STRS, deferred outflows and inflows related to pensions, and pension expense.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole and each applicable opinion unit. There were no uncorrected misstatements identified as a result of our audit procedures.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. There were reclassifying adjustments identified as a result of our audit procedures. (See Attachment II)

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the County's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the attached letter dated December 6, 2022. (Attachment III)

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

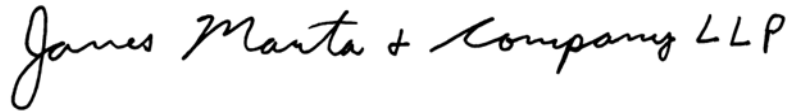
In the normal course of our professional association with the County, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating and regulatory conditions affecting the entity, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the County's auditors.

Other Services

We have assisted management in preparing the financial statements of the County in conformity with U.S. generally accepted accounting principles based on information provided by management.

Management's responsibilities for other services included designated qualified individuals with the skill, knowledge, and experience to be responsible and accountable for overseeing financial statement preparation and any other nonattest services we performed as part of this engagement. Management has represented that they have evaluated the adequacy and results of those services we performed as part of this engagement. Management has represented that they have evaluated the adequacy and results of those services and is accepted responsibility for them.

This report is intended solely for the information and use of the Board of Education and management of Yolo County Office of Education and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "James Marta & Company LLP". The signature is written in a cursive, flowing style.

James Marta & Company LLP
Certified Public Accountants
Sacramento, California
December 6, 2022

The following pronouncements of the Governmental Accounting Standards Board (GASB) have been released recently and may be applicable to the County in the near future. We encourage management to review the following information and determine which standard(s) may be applicable to the County. For the complete text of these and other GASB standards, visit www.gasb.org and click on the “Standards & Guidance” tab. If you have questions regarding the applicability, timing, or implementation approach for any of these standards, please contact your audit team.

GASB Statement No. 91, Conduit Debt Obligations
Effective for the fiscal year ending June 30, 2023

The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. This Statement achieves those objectives by clarifying the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations; and improving required note disclosures.

We do not expect this standard to have any significant impact on the County.

GASB Statement No. 94, Public-Private and Public-Public Partnerships and Availability Payment Arrangements
Effective for the fiscal year ending June 30, 2023

The primary objective of this Statement is to improve financial reporting by addressing issues related to public-private and public-public partnership arrangements (PPPs). As used in this Statement, a PPP is an arrangement in which a government (the transferor) contracts with an operator (a governmental or nongovernmental entity) to provide public services by conveying control of the right to operate or use a nonfinancial asset, such as infrastructure or other capital asset (the underlying PPP asset), for a period of time in an exchange or exchange-like transaction. Some PPPs meet the definition of a service concession arrangement (SCA), which the Board defines in this Statement as a PPP in which (1) the operator collects and is compensated by fees from third parties; (2) the transferor determines or has the ability to modify or approve which services the operator is required to provide, to whom the operator is required to provide the services, and the prices or rates that can be charged for the services; and (3) the transferor is entitled to significant residual interest in the service utility of the underlying PPP asset at the end of the arrangement.

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

We do not expect this standard to have any significant impact on the County.

GASB Statement No. 96, Subscription-Based Information Technology Arrangements

Effective for the fiscal year ending June 30, 2023

This Statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users (governments). This Statement (1) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset—an intangible asset—and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosures regarding a SBITA. To the extent relevant, the standards for SBITAs are based on the standards established in Statement No. 87, Leases, as amended.

We do not expect this standard to have any significant impact on the County.

GASB Statement No. 99, Omnibus 2022

Effective dates vary

The objectives of this Statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing (1) practice issues that have been identified during implementation and application of certain GASB Statements and (2) accounting and financial reporting for financial guarantees. The practice issues addressed by this Statement are as follows:

- Classification and reporting of derivative instruments within the scope of Statement No. 53, Accounting and Financial Reporting for Derivative Instruments, that do not meet the definition of either an investment derivative instrument or a hedging derivative instrument – *Effective for the fiscal year ending June 30, 2024*
- Clarification of provisions in Statement No. 87, Leases, as amended, related to the determination of the lease term, classification of a lease as a short-term lease, recognition and measurement of a lease liability and a lease asset, and identification of lease incentives – *Effective for the fiscal year ending June 30, 2023*
- Clarification of provisions in Statement No. 94, Public-Private and Public-Public Partnerships and Availability Payment Arrangements, related to (a) the determination of the public-private and public-public partnership (PPP) term and (b) recognition and measurement of installment payments and the transfer of the underlying PPP asset – *Effective for the fiscal year ending June 30, 2023*
- Clarification of provisions in Statement No. 96, Subscription-Based Information Technology Arrangements, related to the subscription-based information technology arrangement (SBITA) term, classification of a SBITA as a short-term SBITA, and recognition and measurement of a subscription liability – *Effective for the fiscal year ending June 30, 2023*
- Extension of the period during which the London Interbank Offered Rate (LIBOR) is considered an appropriate benchmark interest rate for the qualitative evaluation of the effectiveness of an interest rate swap that hedges the interest rate risk of taxable debt – *Effective immediately*
- Accounting for the distribution of benefits as part of the Supplemental Nutrition Assistance Program (SNAP) – *Effective immediately*
- Disclosures related to nonmonetary transactions – *Effective immediately*
- Pledges of future revenues when resources are not received by the pledging government – *Effective immediately*
- Clarification of provisions in Statement No. 34, Basic Financial Statements—and Management’s Discussion and Analysis—for State and Local Governments, as amended, related to the focus of the government-wide financial statements – *Effective immediately*

- Terminology updates related to certain provisions of Statement No. 63, Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position – *Effective immediately*
- Terminology used in Statement 53 to refer to resource flows statements. – *Effective immediately*

We do not expect this standard to have any significant impact on the County.

GASB Statement No. 100, Accounting Changes and Error Corrections—an amendment of GASB Statement No. 62

Effective for the fiscal year ending June 30, 2024

The primary objective of this Statement is to enhance accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent, and comparable information for making decisions or assessing accountability.

This Statement defines accounting changes as changes in accounting principles, changes in accounting estimates, and changes to or within the financial reporting entity and describes the transactions or other events that constitute those changes. As part of those descriptions, for (1) certain changes in accounting principles and (2) certain changes in accounting estimates that result from a change in measurement methodology, a new principle or methodology should be justified on the basis that it is preferable to the principle or methodology used before the change. That preferability should be based on the qualitative characteristics of financial reporting—understandability, reliability, relevance, timeliness, consistency, and comparability. This Statement also addresses corrections of errors in previously issued financial statements.

This Statement prescribes the accounting and financial reporting for (1) each type of accounting change and (2) error corrections. This Statement requires that (a) changes in accounting principles and error corrections be reported retroactively by restating prior periods, (b) changes to or within the financial reporting entity be reported by adjusting beginning balances of the current period, and (c) changes in accounting estimates be reported prospectively by recognizing the change in the current period. The requirements of this Statement for changes in accounting principles apply to the implementation of a new pronouncement in absence of specific transition provisions in the new pronouncement. This Statement also requires that the aggregate amount of adjustments to and restatements of beginning net position, fund balance, or fund net position, as applicable, be displayed by reporting unit in the financial statements.

We do not expect this standard to have any significant impact on the County.

GASB Statement No. 101, Compensated Absences

Effective for the fiscal year ending June 30, 2025

The objective of this Statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures.

We do not expect this standard to have any significant impact on the County.

Adjusting Journal Entries

None.

Reclassifying Journal Entries

Reclassifying Journal Entries JE # 1

To reclass outstanding transfer between Funds 20 and 67 (for presentation purposes only)

20-9200	Accounts Receivable	62,303	
67-5800	Professional/Consulting Services and Operating Expenditures	62,303	
67-9610	Due to Other Funds	62,303	
20-9310	Due from Other Funds		62,303
67-7619	Other Authorized Interfund Transfers Out		62,303
67-9500	Accounts Payable (Current Liabilities)		62,303
Total		186,909	186,909

Reclassifying Journal Entries JE # 2

To reclassify School-Based Medi-Cal Administrative Activities (SMAA) revenues

01-8290	All Other Federal Revenue	59,551	
01-8699	All Other Local Revenue		59,551
Total		59,551	59,551

Reclassifying Journal Entries JE # 3

To reclass YCOE balances internally tracked within Funds 75-95

01-9110	Cash in County Treasury	4,988,655	
76-9500	Accounts Payable (Current Liabilities)	4,988,655	
01-9500	Accounts Payable (Current Liabilities)		4,988,655
76-9110	Cash in County Treasury		4,988,655
Total		9,977,310	9,977,310

Proposed Journal Entries

None.



Garth Lewis
Yolo County Superintendent of Schools

1280 Santa Anita Court, Ste. 100
Woodland, CA 95776-6127
www.ycoe.org
TEL (530) 668-6700
FAX (530) 668-3848

MANAGEMENT REPRESENTATION LETTER

December 6, 2022

James Marta & Company LLP
Certified Public Accountants
Sacramento, California

This representation letter is provided in connection with your audit of the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Yolo County Office of Education (the "County") as of June 30, 2022 and for the year then ended, and the related notes to the financial statements, for the purpose of expressing opinions on whether the basic financial statements present fairly, in all material respects, the financial position, results of operations, and cash flows, where applicable, of the various opinion units of the County in conformity with accounting principles generally accepted for governments in the United States of America (U.S. GAAP); and for the purpose of expressing an opinion on compliance for major federal award programs pursuant to the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards (Uniform Guidance).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

We confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves as of December 6, 2022:

Financial Statements

- We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated February 12, 2021, for the preparation and fair presentation of the financial statements of the various opinion units referred to above in accordance with U.S. GAAP.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- We acknowledge our responsibility for compliance with the laws, regulations, and provisions of contracts and grant agreements.
- We acknowledge that we are responsible for distributing the issued report as well as the communication with governance letter and internal control letter to all governing board members.
- We have reviewed, approved, and taken responsibility for the financial statements and related notes.
- We have a process to track the status of audit findings and recommendations.
- We have responded to all inquiries regarding previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.

- Significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
- Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
- All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
- The effects of all known actual or possible litigation and claims have been accounted for and disclosed in accordance with U.S. GAAP.
- We have reviewed and approved the reclassifying journal entries reflected in the audit statements and Attachment A.
- All component units, as well as joint ventures with an equity interest, are included and other joint ventures and related organizations are properly disclosed.
- All funds and activities are properly classified.
- All funds that meet the quantitative criteria in GASB Statement No. 34, *Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments*, GASB Statement No. 37, *Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments: Omnibus* as amended, and GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities*, for presentation as major are identified and presented as such and all other funds that are presented as major are considered important to financial statement users.
- All components of net position, non-spendable fund balance, and restricted, committed, assigned, and unassigned fund balance are properly classified and, if applicable, approved.
- Our policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position/fund balance are available is appropriately disclosed and net position/fund balance is properly recognized under the policy.
- All revenues within the statement of activities have been properly classified as program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.
- All expenses have been properly classified in or allocated to functions and programs in the statement of activities, and allocations, if any, have been made on a reasonable basis.
- All inter-fund and intra-entity transactions and balances have been properly classified and reported.
- Special items and extraordinary items have been properly classified and reported.
- Deposit and investment risks have been properly and fully disclosed.
- Capital assets, including infrastructure assets, are properly capitalized, reported, and if applicable, depreciated.
- All required supplementary information is measured and presented within the prescribed guidelines.
- With regard to investments and other instruments reported at fair value:
 - The underlying assumptions are reasonable and they appropriately reflect management's intent and ability to carry out its stated courses of action.
 - The measurement methods and related assumptions used in determining fair value are appropriate in the circumstances and have been consistently applied.
 - The disclosures related to fair values are complete, adequate, and in conformity with U.S. GAAP.
 - There are no subsequent events that require adjustments to the fair value measurements and disclosures included in the financial statements.

Information Provided

- We have provided you with:
 - Access to all information, of which we are aware that is relevant to the preparation and fair presentation of the financial statements of the various opinion units referred to above, such as records, documentation, meeting minutes, and other matters;
 - Additional information that you have requested from us for the purpose of the audit; and
 - Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
- All transactions have been recorded in the accounting records and are reflected in the financial statements.
- We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- We have no knowledge of any fraud or suspected fraud that affects the entity and involves:
 - Management;
 - Employees who have significant roles in internal control; or
 - Others where the fraud could have a material effect on the financial statements.
- We have no knowledge of any allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, vendors, regulators, or others.
- We are not aware of any pending or threatened litigation and claims whose effects should be considered when preparing the financial statements.
- We have disclosed to you the identity of the entity's related parties and all the related party relationships and transactions of which we are aware.
- There have been no communications from regulatory agencies concerning noncompliance with or deficiencies in accounting, internal control, or financial reporting practices.
- The County has no plans or intentions that may materially affect the carrying value or classification of assets and liabilities.
- We have disclosed to you all guarantees, whether written or oral, under which the County is contingently liable.
- We have disclosed to you all significant estimates and material concentrations known to management that are required to be disclosed in accordance with GASB Statement No. 62 (GASB-62), *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*. Significant estimates are estimates at the balance sheet date that could change materially within the next year. Concentrations refer to volumes of business, revenues, available sources of supply, or markets or geographic areas for which events could occur that would significantly disrupt normal finances within the next year.
- We have identified and disclosed to you the laws, regulations, and provisions of contracts and grant agreements that could have a direct and material effect on financial statement amounts, including legal and contractual provisions for reporting specific activities in separate funds.
- There are no:
 - Violations or possible violations of laws or regulations, or provisions of contracts or grant agreements whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency, including applicable budget laws and regulations.
 - Unasserted claims or assessments that our lawyer has advised are probable of assertion and must be disclosed in accordance with GASB-62.
 - Other liabilities or gain or loss contingencies that are required to be accrued or disclosed by GASB-62
- The County has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset or future revenue been pledged as collateral, except as disclosed to you.

- We have complied with all aspects of grant agreements and other contractual agreements that would have a material effect on the financial statements in the event of noncompliance.

Additional Representations

Supplementary Information in Relation to the Financial Statements as a Whole

With respect to the supplementary information accompanying the financial statements:

- We acknowledge our responsibility for the presentation of the supplementary information in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP); the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the 2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, prescribed in the California Code of Regulations, Title 5, Section 19810 and following; and the Uniform Guidance.
- We believe the supplementary information, including its form and content, is fairly presented in accordance with U.S. GAAP the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the 2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, prescribed in the California Code of Regulations, Title 5, Section 19810 and following; and the Uniform Guidance.
- The methods of measurement or presentation have not changed from those used in the prior.
- When the supplementary information is not presented with the audited financial statements, management will make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by the entity of the supplementary information and the auditor's report thereon.
- We acknowledge our responsibility to include the auditor's report on the supplementary information in any document containing the supplementary information and that indicates the auditor reported on such supplementary information.
- We acknowledge our responsibility to present the supplementary information with the audited financial statements or, if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by the entity of the supplementary information and the auditor's report thereon.

Required Supplementary Information

With respect to the required supplementary information accompanying the financial statements:

- We acknowledge our responsibility for the presentation of the required supplementary information in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP); and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.
- We believe the required supplementary information, including its form and content, is measured and fairly presented in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP); and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.
- The methods of measurement or presentation have not changed from those used in the prior period.

Use of a Specialist

We agree with the findings of specialists in evaluating the County's proportionate share of net pension liability and the County's net OPEB liability and have adequately considered the qualifications of the specialist in determining the amounts and disclosures used in the financial statements and underlying accounting records. We did not give or cause any instructions to be given to specialists with respect to the values or amounts derived in an attempt to bias their work, and we are not otherwise aware of any matters that have had an impact on the independence or objectivity of the specialists.

Pension and Postretirement Benefits

- We believe that the actuarial assumptions and methods used to measure pension and other postemployment benefit liabilities and costs for financial accounting purposes are appropriate in the circumstances.
- We are unable to determine the possibility of a withdrawal liability in a multiemployer benefit plan.


Federal Award Programs

With respect to federal award programs:

- We are responsible for understanding and complying with, and have complied with, the requirements of the Uniform Guidance.
- We have identified and disclosed to you all of our government programs and related activities subject to the Uniform Guidance compliance audit and included in the SEFA made during the audit period for all awards provided by federal agencies in the form of grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.
- We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance requirements applicable to federal programs that provides reasonable assurance that we are managing our federal awards in compliance with laws, regulations, and the provisions of contracts and grant agreements that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
- We are responsible for understanding and complying with, and have complied with, the requirements of federal statutes, laws, regulations, and the provisions of contracts and grant agreements related to each of our federal programs.
- We have identified and disclosed to you the requirements of federal statutes, laws, regulations, and the provisions of contracts and grant agreements that are considered to have a direct and material effect on each major program.
- We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- We have made available to you all federal awards (including amendments, if any) and any other correspondence relevant to federal programs and related activities that have taken place with federal agencies or pass-through entities.
- We have identified and disclosed to you all amounts questioned and all known noncompliance with the requirements of federal awards.
- We have charged costs to federal awards in accordance with applicable cost principles.
- We have made available to you all documentation related to compliance with the direct material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the financial statements have been prepared.

- The copies of federal program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
- We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by the Uniform Guidance.
- There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditor's report.
- No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies in internal control over compliance (including material weaknesses in internal control over compliance), subsequent to the date as of which compliance was audited.
- We have complied with the direct and material compliance requirements, including when applicable, those set forth in the Uniform Guidance, relating to federal awards
- We have disclosed any communications from grantors and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
- We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
- We are responsible for taking corrective action on audit findings of the compliance audit and have developed a corrective plan that meets the requirements of the Uniform Guidance.
- We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
- The reporting package does not include protected personally identifiable information.
- Amounts claimed or used for matching were determined in accordance with relevant guidelines in the Uniform Guidance.
- We acknowledge our responsibility for presenting the schedule of expenditures of federal awards (SEFA) in accordance with the requirements of the Uniform Guidance, and we believe the SEFA, including its form and content, is fairly presented in accordance with the Uniform Guidance.
- We have disclosed to you any significant assumptions and interpretations underlying the measurement or presentation of the SEFA.
- If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the SEFA and the auditor's report thereon.

- We have received no requests from a federal agency to audit one or more specific programs as a major program.



Debra Hinely, Director, Internal Fiscal Services



Crissy Huey, Associate Superintendent, Administrative Services

Attachment A
Journal Entry Report

Adjusting Journal Entries

None.

Reclassifying Journal Entries

Reclassifying Journal Entries JE # 1

To reclass outstanding transfer between Funds 20 and 67 (for presentation purposes only)

20-9200	Accounts Receivable	62,303	
67-5800	Professional/Consulting Services and Operating Expenditures	62,303	
67-9610	Due to Other Funds	62,303	
20-9310	Due from Other Funds		62,303
67-7619	Other Authorized Interfund Transfers Out		62,303
67-9500	Accounts Payable (Current Liabilities)		62,303
Total		186,909	186,909

Reclassifying Journal Entries JE # 2

To reclassify School-Based Medi-Cal Administrative Activities (SMAA) revenues

01-8290	All Other Federal Revenue	59,551	
01-8699	All Other Local Revenue		59,551
Total		59,551	59,551

Reclassifying Journal Entries JE # 3

To reclass YCOE balances internally tracked within Funds 75-95

01-9110	Cash in County Treasury	4,988,655	
76-9500	Accounts Payable (Current Liabilities)	4,988,655	
01-9500	Accounts Payable (Current Liabilities)		4,988,655
76-9110	Cash in County Treasury		4,988,655
Total		9,977,310	9,977,310

YOLO COUNTY OFFICE OF EDUCATION
WOODLAND, CALIFORNIA
FINANCIAL STATEMENTS
WITH
INDEPENDENT AUDITOR'S REPORT
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

YOLO COUNTY OFFICE OF EDUCATION

TABLE OF CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITOR'S REPORT	1
MANAGEMENT'S DISCUSSION AND ANALYSIS	4
BASIC FINANCIAL STATEMENTS	
Government-Wide Financial Statements	
Statement of Net Position	12
Statement of Activities	13
Fund Financial Statements	
Balance Sheet – Governmental Funds	14
Reconciliation of Governmental Funds Balance Sheet to the Statement of Net Position	15
Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds	16
Reconciliation of Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances to the Statement of Activities	17
Proprietary Fund Financial Statements:	
Statement of Net Position	18
Statement of Revenues, Expenditures and Changes in Fund Balances	19
Statement of Cash Flows	20
Fiduciary Fund Financial Statements:	
Statement of Net Position	21
Statement of Changes in Net Position	22
Notes to the Financial Statements	23
REQUIRED SUPPLEMENTARY INFORMATION	
Statement of Revenues, Expenditures and Changes in Fund Balance – Budget (Non-GAAP) and Actual – County School Service Fund	54
Statement of Revenues, Expenditures and Changes in Fund Balance – Budget (Non-GAAP) and Actual – Special Education Pass-Through Fund	55

YOLO COUNTY OFFICE OF EDUCATION

TABLE OF CONTENTS

REQUIRED SUPPLEMENTARY INFORMATION (CONTINUED)

Schedule of Changes in the Net OPEB Liability and Related Ratios	56
Schedule of Proportionate Share of the Net Pension Liability	57
Schedule of Pension Contributions	58
Notes to Required Supplementary Information	59

SUPPLEMENTARY INFORMATION

Combining Balance Sheet – Non-Major Funds	61
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Non-Major Funds	62
Organization	63
Schedule of Average Daily Attendance	64
Schedule of Financial Trends and Analysis	65
Schedule of Charter Schools	66
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements	67
Schedule of Expenditures of Federal Awards	68
Notes to Supplementary Information	70

OTHER INDEPENDENT AUDITOR’S REPORTS

Independent Auditor's Report on Compliance with State Laws and Regulations	72
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	75
Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance	77

FINDINGS AND RECOMMENDATIONS

Schedule of Findings and Questioned Costs	79
Status of Prior Year Recommendations	83



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

INDEPENDENT AUDITOR'S REPORT

Board of Education
Yolo County Office of Education
Woodland, California

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Yolo County Office of Education (the "County"), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the County's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the County, as of June 30, 2022, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of County and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the County's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of County's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the County's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, the Statement of Revenues, Expenditures and Changes in Fund Balance-Budget (Non-GAAP) and Actual – County School Service Fund, Statement of Revenues, Expenditures and Changes in Fund Balance-Budget (Non-GAAP) and Actual – Special Education Pass-through Fund, Schedule of Changes in the Net OPEB Liability and Related Ratios, Schedule of Proportionate Share of the Net Pension Liability, and Schedule of Pension Contributions be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

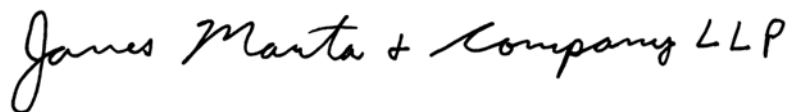
Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the County's basic financial statements. The *supplementary information as listed in the table of contents* are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The *supplementary information* is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the *supplementary information* is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with Government Auditing Standards, we have also issued our report dated December 6, 2022 on our consideration of County's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering County's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "James Marta & Company LLP". The signature is written in a cursive, flowing style.

James Marta & Company LLP
Certified Public Accountants
Sacramento, California
December 6, 2022

MANAGEMENT'S DISCUSSION AND ANALYSIS

YOLO COUNTY OFFICE OF EDUCATION
MANAGEMENT’S DISCUSSION AND ANALYSIS

JUNE 30, 2022

This discussion and analysis of Yolo County Office of Education’s financial performance provides an overview of the County’s financial activities for the fiscal year ended June 30, 2022. Please read it in conjunction with the County’s financial statements, which immediately follow this section.

FINANCIAL HIGHLIGHTS

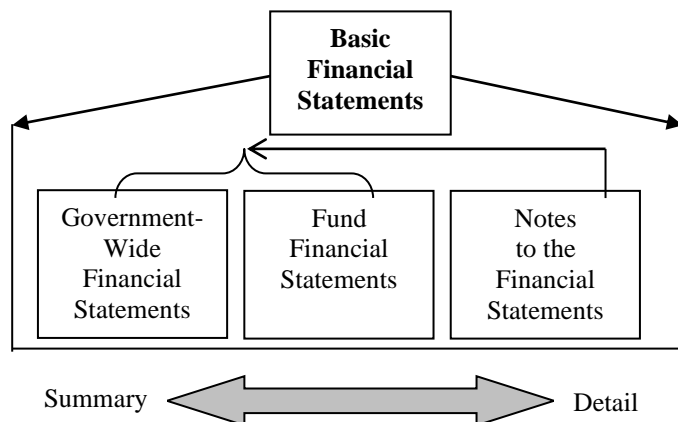
- The County’s financial status increased overall as a result of this year’s operations. Net position of governmental activities increased by \$6.8 million.
- Governmental expenses were approximately \$52.2 million. Revenues were approximately \$59 million.
- The County increased by \$268,243 in capital assets during the year.
- The County decreased its outstanding long-term debt other than pensions by \$377,867.
- Average daily attendance (ADA) in county programs decreased over prior year hold harmless amount.
- Governmental funds increased by \$2,440,669 or 15.4%.
- Reserves for the County School Service Fund Increased by \$50,000, or 6.7%. Revenues were \$28.9 million and expenditures were \$26.8 million.

OVERVIEW OF THE FINANCIAL STATEMENTS

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

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

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements with a comparison of the County’s budget for the fiscal year. The diagram presented here shows how the various parts of the annual financial report are arranged and relate to one another.



YOLO COUNTY OFFICE OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2022

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

County-Wide Statements

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

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

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

Fund Financial Statements

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

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

The County has three kinds of funds:

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

YOLO COUNTY OFFICE OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2022

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

FINANCIAL ANALYSIS OF THE COUNTY AS A WHOLE

Net Position. The County's combined net position was higher on June 30, 2022, than it was the year before increasing 429% to \$8.3 million (See Table A-1).

Table A-1: Condensed Statement of Net Position

	June 30, 2022	June 30, 2021	Change	Percentage %
Assets:				
Current Assets	\$ 41,018,730	\$ 34,960,638	\$ 6,058,092	17.3%
Capital Assets, Net	11,915,530	11,647,287	268,243	2.3%
Total Assets	52,934,260	46,607,925	6,326,335	13.6%
Deferred Outflows of Resources	10,425,625	11,500,452	(1,074,827)	-9.3%
Liabilities:				
Current Liabilities	22,737,175	19,121,419	3,615,756	18.9%
Long-term Liabilities	22,990,883	34,726,706	(11,735,823)	-33.8%
Total Liabilities	45,728,058	53,848,125	(8,120,067)	-15.1%
Deferred Inflows of Resources	9,299,450	2,685,307	6,614,143	246.3%
Net Position:				
Net Investment in Capital Assets	6,915,530	6,447,287	468,243	7.3%
Restricted	5,921,104	3,757,198	2,163,906	57.6%
Unrestricted	(4,504,257)	(8,629,540)	4,125,283	-47.8%
Total Net Position	\$ 8,332,377	\$ 1,574,945	\$ 6,757,432	429.1%

Changes in net position, governmental activities. The County's total revenues increased 18.2% to \$58.9 million (See Table A-2). The increase is due primarily to the COVID-19 one-time revenue funds.

The total cost of all programs and services increased 10.8% to \$52.2 million. The County's expenses are predominantly related to educating and caring for students, 38.5%. The purely administrative activities of the County accounted for just 8.3% of total costs. A significant contributor to the increase in costs was COVID-19 related costs.

YOLO COUNTY OFFICE OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2022

Table A-2: Condensed Statement of Activities

	June 30, 2022	June 30, 2021	Change	Percentage %
Revenues:				
Charges for services	\$ 5,046,643	\$ 4,155,685	\$ 890,958	21.4%
Operating Grants & Contributions	41,137,066	32,255,893	8,881,173	27.5%
Federal & State Aid	2,572,807	3,565,730	(992,923)	-27.8%
Taxes Levied for General Purposes	8,090,810	7,640,956	449,854	5.9%
Taxes Levied for Other Specific Purposes	567,123	728,487	(161,364)	-22.2%
Interest & Investment Earnings	101,395	224,112	(122,717)	-54.8%
Miscellaneous	1,476,117	1,329,545	146,572	11.0%
Total Revenues	58,991,961	49,900,408	9,091,553	18.2%
Expenses:				
Instruction	10,735,346	11,892,177	(1,156,831)	-9.7%
Instruction Related Services	5,605,442	5,220,679	384,763	7.4%
Pupil Services	3,785,908	3,412,375	373,533	10.9%
General Administration	4,356,418	4,481,553	(125,135)	-2.8%
Plant Services	2,771,726	1,772,082	999,644	56.4%
Other Expenses	24,979,689	20,362,559	4,617,130	22.7%
Total Expenses	52,234,529	47,141,425	5,093,104	10.8%
Change in Net Position	\$ 6,757,432	\$ 2,758,983	\$ 3,998,449	144.9%

FINANCIAL ANALYSIS OF THE COUNTY'S FUNDS

The financial performance of the County as a whole is reflected in its governmental funds as well. As the County completed this year, its governmental funds reported a combined fund balance of \$18.3 million, which is above last year's ending fund balance of \$15.9 million. The primary cause of the increased fund balance is the COVID-19 one-time funds.

Table A-3: Fund Balances

	July 1, 2021	Revenues	Expenditures	Transfers	June 30, 2022
County School Services Fund	\$ 11,001,807	\$ 28,664,147	\$ 26,551,407	\$ (97,456)	\$ 13,017,091
Charter School Fund	-	-	-	-	-
Special Education Pass-Through Fund	300,000	24,798,899	24,798,899	-	300,000
Adult Education Fund	343,954	248,941	248,967	-	343,928
Child Development Fund	554,691	4,411,797	4,357,990	87,141	695,639
Cafeteria Fund	72,300	453	-	-	72,753
Deferred Maintenance Fund	1,755,038	284,943	276,780	-	1,763,201
Special Reserve Fund					
(Postemployment Benefits)	889,989	5,248	-	72,618	967,855
Capital Facilities Fund	952,064	578,035	380,054	-	1,150,045
Totals	\$ 15,869,843	\$ 58,992,463	\$ 56,614,097	\$ 62,303	\$ 18,310,512

YOLO COUNTY OFFICE OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2022

County School Services Fund Budgetary Highlights

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

- Revenues – increased by \$4.55 million primarily to reflect federal and state budget actions.
- Salaries and benefits – decreased \$107,067 due to revised cost estimates.
- Other non-personnel expenses – increased \$8.12 million to re-budget carryover funds and revise operational cost estimates.

While the County's final budget for the County School Service Fund anticipated that expenditures would exceed revenues by about \$3.5 million, the actual results for the year show that revenue exceeded expenditures by \$2 million. Actual revenues were \$4.99 million less than anticipated, but expenditures were \$10.93 million less than budgeted.

That amount consists primarily of restricted categorical program dollars that were not spent as of June 30, 2022, that will be carried over into the 2022-23 budget.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of 2021-22 the County had increased about \$268,243 in capital assets. (More detailed information about capital assets can be found in Note 6 to the financial statements). Total depreciation expense for the year was \$600,722.

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

	Government Activities		Increase/ (Decrease)
	2022	2021	
Land	\$ 809,908	\$ 809,908	\$ -
Improvements of sites	1,308,019	1,307,299	720
Buildings	8,507,211	8,857,641	(350,430)
Equipment	618,058	652,044	(33,986)
Construction in progress	672,334	20,395	651,939
Totals	<u>\$ 11,915,530</u>	<u>\$ 11,647,287</u>	<u>\$ 268,243</u>

YOLO COUNTY OFFICE OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2022

Long-Term Debt

At year-end the County had \$6.5 million in long-term debt other than pensions – a decrease of 5.5% from last year – as shown in Table A-5. (More detailed information about the County's long-term liabilities is presented in Note 7 to the financial statements).

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

	Government Activities		Increase/ (Decrease)
	2022	2021	
Certificates of participation	\$ 5,000,000	\$ 5,200,000	\$ (200,000)
Compensated absences	119,128	141,552	(22,424)
Net OPEB liability	1,387,697	1,543,140	(155,443)
Net pension liability	16,484,058	27,842,014	(11,357,956)
Total	<u>\$ 22,990,883</u>	<u>\$ 34,726,706</u>	<u>\$ (11,735,823)</u>

FACTORS BEARING ON THE COUNTY'S FUTURE

Proposition 98

Proposition 98 is a voter-approved constitutional amendment that guarantees minimum funding levels for K-12 schools and community colleges (collectively referred to as K-14 schools). The Guarantee, which went into effect in the 1988-89 fiscal year, determines funding levels according to multiple factors including the level of funding in 1986-87, General Fund revenues, per capita personal income, and school attendance growth or decline. The Local Control Funding Formula is the primary mechanism for distributing these funds to support students attending K-12 public schools in California.

The Budget projects the Guarantee to be in Test 1 for 2020-21, 2021-22, and 2022-23. This means that the funding level of the Guarantee is equal to approximately 38.03 percent of General Fund revenues, plus local property tax revenues. To accommodate enrollment increases related to the expansion of transitional kindergarten, the Budget rebenches the Test 1 percentage, from approximately 38.03 percent to approximately percent, to increase the percentage of General Fund revenues due to the Guarantee.

The significant increase in revenues projected for 2020-21, 2021-22, and 2022-23 results in a corresponding increase in resources for K-14 schools. The Budget reflects Proposition 98 funding levels of \$96.1 billion in 2020-21, \$110.2 billion in 2021-22, and \$110.4 billion in 2022-23, representing a three-year increase in the minimum Guarantee of \$35.8 billion over the level funded in the 2021 Budget Act.

Proposition 98 Rainy Day Funds

The Budget includes 2020-21, 2021-22, and 2022-23 payments of approximately \$3.1 billion, \$4 billion, and \$2.2 billion (respectively) into the Public School System Stabilization Account, for a balance of more than \$9.5 billion at the end of 2022-23.

YOLO COUNTY OFFICE OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2022

Community Schools

Community schools partner with education, county, and nonprofit entities to provide integrated health, mental health, and social services alongside high-quality, supportive instruction, with a strong focus on community, family, and student engagement. The 2021 Budget Act included \$3 billion Proposition 98 General Fund, available over several years, to expand and strengthen the implementation and use of the community school model to all schools in communities with high levels of poverty. This investment supported a whole-child framework for school transformation to guide local educational agencies in planning and implementing other recent state investments in universal nutrition, before/after school and summer school enrichment and care, universal transitional kindergarten, behavioral health supports, and other similar initiatives.

To further support the implementation of the community school model for use in schools in communities with high levels of poverty, the Budget includes additional funding of approximately \$1.1 billion one-time Proposition 98 General Fund to assure that eligible local educational agencies interested in applying on behalf of its high-needs schools have access to the community schools grants.

State Preschool

The Budget invests \$312.7 million Proposition 98 General Fund and \$172.3 million General Fund to increase State Preschool Program adjustment factors for students with disabilities, dual language learners, and childhood mental health and adds an adjustment factor for three-year-olds. These adjustment factor increases include support for new requirements for State Preschool providers to: (1) incrementally ramp up to serving at least 10 percent students with disabilities by July 1, 2024, and (2) provide additional supportive services for dual language learners. Specifically, over three years, preschool providers would be required to serve 5 percent of students with disabilities in FY 2022-23, 7.5 percent in FY 2023-24 and 10 percent in 2024-25.

Additionally, the Budget enables all students participating in State Preschool to maintain continuous eligibility for 24 months (increased from 12 months) after eligibility is confirmed, enables children with an individualized education program to be categorically eligible to participate in State Preschool, and expands access to eligible families from families at 85 percent of the state median income to families at 100 percent of the state median income for California State Preschool. The Budget includes support for the following:

- Inclusive Early Education Expansion Program—\$250 million one-time Proposition 98 General Fund to support the Inclusive Early Education Expansion Program, which funds infrastructure necessary to support general education and special education students in inclusive classrooms.
- State Preschool Family Fee Waivers—For the 2022-23 fiscal year, \$10.5 million
- one-time Proposition 98 General Fund and \$10.8 million one-time non-Proposition 98 General Fund to waive the family share of cost for children participating in the State Preschool Program.
- State Preschool Funding Hold Harmless: Reimbursement for Authorized Hours of Care—For the 2022-23 fiscal year only, reimbursing preschool providers for maximum authorized care, from July 1, 2022 to June 30, 2023.

YOLO COUNTY OFFICE OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2022

Expanded Learning Opportunities Program

- The 2021 Budget Act included \$1 billion ongoing and \$753 million one-time Proposition 98 General Fund in the first year of a multi-year investment plan to implement expanded-day, full-year instruction and enrichment for all elementary school students, with a focus on local educational agencies with the highest concentrations of
- Low-income students, English language learners, and youth in foster care. At the release of the 2021 Budget Act, the state projected that full fiscal implementation of the program would not take place until 2025-26.
- The Budget accelerates the implementation of this program by allocating an additional
- \$3 billion ongoing Proposition 98 General Fund to the Expanded Learning Opportunities Program, increasing total ongoing program funding to \$4 billion. Consistent with the implementation plan outlined in the Governor's Budget, beginning in 2023-24, local educational agencies will be required to offer expanded learning opportunities to all
- Low-income students, English language learners, and youth in foster care. Local educational agencies with the highest concentrations of these students will be required to offer expanded learning opportunities to all elementary students. The Budget continues to assume that full fiscal implementation of the program will take place by 2025-26.

CONTACTING THE YOLO COUNTY OFFICE OF EDUCATION'S FINANCIAL MANAGEMENT

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

BASIC FINANCIAL STATEMENTS

YOLO COUNTY OFFICE OF EDUCATION

STATEMENT OF NET POSITION

JUNE 30, 2022

	<u>Governmental Activities</u>
ASSETS	
Cash and cash equivalents (note 2)	\$ 21,984,297
Receivables (note 3)	18,865,393
Prepaid expenses	169,040
Capital assets, net of accumulated depreciation (Note 6)	<u>11,915,530</u>
Total Assets	<u>52,934,260</u>
DEFERRED OUTFLOWS OF RESOURCES	
Deferred loss on refunding Certificates of Participation	128,801
Deferred outflows of resources relating to OPEB (Note 8)	87,799
Deferred outflows of resources relating to pensions (Note 9)	<u>10,209,025</u>
Total Deferred Outflows of Resources	<u>10,425,625</u>
LIABILITIES	
Accounts payable and other current liabilities	21,977,974
Unearned revenue	759,201
Long-term liabilities (Note 7):	
Due within one year	225,000
Due in more than one year	<u>22,765,883</u>
Total Liabilities	<u>45,728,058</u>
DEFERRED INFLOWS OF RESOURCES	
Premiums on Certificates of Participation	190,503
Deferred inflows of resources relating to pensions (Note 9)	<u>9,108,947</u>
Total Deferred Inflows of Resources	<u>9,299,450</u>
NET POSITION	
Net investment in capital assets	6,915,530
Restricted	5,921,104
Unrestricted	<u>(4,504,257)</u>
Total Net Position	<u>\$ 8,332,377</u>

The accompanying notes are an integral part of these financial statements.

YOLO COUNTY OFFICE OF EDUCATION

STATEMENT OF ACTIVITIES

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	<u>Expenses</u>	<u>Program Revenues</u>			<u>Net (Expense)</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	<u>Capital Grants and Contributions</u>	<u>Revenues and Changes in Net Position</u>
					<u>Governmental Activities</u>
Governmental Activities					
Instruction	\$ 10,735,346	\$ 1,118,672	\$ 10,581,929	\$ -	\$ 965,255
Instruction - related services:					
Instructional supervision and administration	4,523,082	830,020	3,433,999	-	(259,063)
School site administration	1,082,360	60,663	850,219	-	(171,478)
Pupil Services:					
Home-to-school transportation	1,831	298	1,142	-	(391)
Food services	38,894	3,803	34,210	-	(881)
All other pupil services	3,745,183	317,902	3,425,347	-	(1,934)
General administration:					
Centralized data processing	1,166,219	-	15,092	-	(1,151,127)
All other general administration	3,190,199	220,900	1,643,770	-	(1,325,529)
Plant services	2,771,726	114,753	1,246,851	-	(1,410,122)
Community services	71,015	6,088	46,927	-	(18,000)
Interest on long-term debt	109,775	-	-	-	(109,775)
Other outgo	24,798,899	2,373,544	19,857,580	-	(2,567,775)
Total governmental activities	<u>\$ 52,234,529</u>	<u>\$ 5,046,643</u>	<u>\$ 41,137,066</u>	<u>\$ -</u>	<u>(6,050,820)</u>
General Revenues					
Taxes and subventions:					
Taxes levied for general purposes					8,090,810
Taxes levied for other specific purposes					567,123
Federal and state aid not restricted to specific purposes					2,572,807
Interest and investment earnings					101,395
Miscellaneous					1,476,117
					<u>12,808,252</u>
					Change in Net Position
					6,757,432
					Net Position, July 1, 2021
					<u>1,574,945</u>
					Net Position, June 30, 2022
					<u>\$ 8,332,377</u>

YOLO COUNTY OFFICE OF EDUCATION

BALANCE SHEET

GOVERNMENTAL FUNDS

JUNE 30, 2022

	County School Service Fund	Special Education Pass-Through Fund	All Non-Major Funds	Total
ASSETS				
Cash and cash equivalents				
Cash in County Treasury	\$ 15,048,453	\$ 4,596,962	\$ 2,338,382	\$ 21,983,797
Cash in bank(s)	500	-	-	500
Receivables	6,238,183	11,942,091	685,119	18,865,393
Prepaid expenditures	169,040	-	-	169,040
Due from other funds	4,275,257	677,630	7,936	4,960,823
Total Assets	<u>\$ 25,731,433</u>	<u>\$ 17,216,683</u>	<u>\$ 3,031,437</u>	<u>\$ 45,979,553</u>
LIABILITIES AND FUND BALANCES				
Liabilities				
Accounts payable	\$ 8,255,290	\$ 13,233,612	\$ 460,115	\$ 21,949,017
Unearned revenue	757,115	-	2,086	759,201
Due to other funds	970,881	3,683,071	306,871	4,960,823
Total Liabilities	<u>9,983,286</u>	<u>16,916,683</u>	<u>769,072</u>	<u>27,669,041</u>
Fund balances				
Nonspendable	169,040	-	-	169,040
Restricted	3,381,973	300,000	2,239,131	5,921,104
Assigned	11,397,634	-	23,234	11,420,868
Unassigned	799,500	-	-	799,500
Total Fund Balances	<u>15,748,147</u>	<u>300,000</u>	<u>2,262,365</u>	<u>18,310,512</u>
Total Liabilities and Fund Balances	<u>\$ 25,731,433</u>	<u>\$ 17,216,683</u>	<u>\$ 3,031,437</u>	<u>\$ 45,979,553</u>

The accompanying notes are an integral part of these financial statements.

YOLO COUNTY OFFICE OF EDUCATION

**RECONCILIATION OF GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITON**

GOVERNMENTAL FUNDS

JUNE 30, 2022

Total fund balances - governmental funds		\$ 18,310,512
--	--	---------------

Amounts reported for assets and liabilities for governmental activities in the statement of net position are different from amounts reported in governmental funds because:

Capital assets: In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation.

Capital assets at historical cost:		\$ 20,139,118
Accumulated depreciation:		<u>(8,223,588)</u>
Net:		11,915,530

Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. (28,957)

Unamortized costs: In governmental funds, debt issuance premiums, gain or loss on refunding, and defeasance costs are recognized as expenditures in the period they are incurred. In the government-wide statements, these amounts are amortized over the life of the debt. Unamortized premiums, losses, and defeasance costs at year end consist of:

Unamortized portion of COP premiums		(190,503)
Unamortized portion of loss on refunding		128,801

Long-term liabilities: In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:

Net pension liability		16,484,058
Net OPEB obligation		1,387,697
Compensated absences payable		119,128
Certificates of participation payable		<u>5,000,000</u>
		(22,990,883)

Deferred outflows and inflows of resources relating to OPEB: In governmental funds, deferred outflows and inflows of resources relating to OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to OPEB are reported.

Deferred outflows of resources relating to OPEB		87,799
---	--	--------

Deferred outflows and inflows of resources relating to pensions: In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported

Deferred outflows of resources relating to pensions		10,209,025
Deferred inflows of resources relating to pensions		<u>(9,108,947)</u>

Total net position, governmental activities:		<u>\$ 8,332,377</u>
--	--	---------------------

YOLO COUNTY OFFICE OF EDUCATION
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES

GOVERNMENTAL FUNDS

JUNE 30, 2022

	County School Service Fund	Special Education Pass-Through Fund	All Non-Major Funds	Total
REVENUES				
LCFF Sources	\$ 10,519,113	\$ -	\$ -	\$ 10,519,113
Federal revenue	6,285,511	6,382,665	525,927	13,194,103
Other state revenues	4,750,878	18,416,234	3,881,291	27,048,403
Other local revenues	7,398,836	-	832,008	8,230,844
Total revenues	<u>28,954,338</u>	<u>24,798,899</u>	<u>5,239,226</u>	<u>58,992,463</u>
EXPENDITURES				
Certificated salaries	6,714,580	-	1,511,217	8,225,797
Classified salaries	7,629,823	-	290,665	7,920,488
Employee benefits	5,938,131	-	823,183	6,761,314
Books and supplies	1,325,036	-	313,243	1,638,279
Services and other operating expenditures	4,597,007	-	852,643	5,449,650
Capital outlay	974,904	-	466,021	1,440,925
Other outgo	(351,294)	24,798,899	351,295	24,798,900
Debt service				
Principal retirement	-	-	200,000	200,000
Interest	-	-	178,744	178,744
Total expenditures	<u>26,828,187</u>	<u>24,798,899</u>	<u>4,987,011</u>	<u>56,614,097</u>
Excess (deficiency) of revenues over expenditures	2,126,151	-	252,215	2,378,366
OTHER FINANCING SOURCES (USES)				
Operating transfers in	-	-	87,141	87,141
Operating transfers out	(87,141)	-	-	(87,141)
Other transfers in	62,303	-	-	62,303
Total other financing sources (uses)	<u>(24,838)</u>	<u>-</u>	<u>87,141</u>	<u>62,303</u>
Net change in fund balances	2,101,313	-	339,356	2,440,669
Fund balances, July 1, 2021	13,646,834	300,000	1,923,009	15,869,843
Fund balances, June 30, 2022	<u>\$ 15,748,147</u>	<u>\$ 300,000</u>	<u>\$ 2,262,365</u>	<u>\$ 18,310,512</u>

The accompanying notes are an integral part of these financial statements.

YOLO COUNTY OFFICE OF EDUCATION

**RECONCILIATION OF GOVERNMENTAL FUNDS STATEMENT OF REVENUES,
EXPENDITURES AND CHANGES IN FUND BALANCES
TO THE STATEMENT OF ACTIVITIES**

GOVERNMENTAL FUNDS

JUNE 30, 2022

Total net change in fund balances - governmental funds \$ 2,440,669

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

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

Expenditures for capital outlay:	\$ 905,797	
Depreciation expense:	(600,722)	
Net:		305,075

Debt service: In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were: 200,000

Gain or loss from disposal of capital assets: In governmental funds, the entire proceeds from disposal of capital assets are reported as revenue. In the statement of activities, only the resulting gain or loss is reported. The difference between the proceeds from disposal of capital assets and the resulting gain or loss is: (36,832)

Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period was: 63,966

Pensions: In government funds, pension costs are recognized when employer contributions are made, in the statement of activities pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was: 3,677,773

Postemployment benefits other than pensions (OPEB): In governmental funds, OPEB costs are recognized when employer contributions are made. In the statement of activities, OPEB costs are recognized on the accrual basis. This year, the difference between OPEB costs and actual employer contributions was: 141,652

Compensated absences in governmental funds are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amounts earned. The difference between compensated absences paid and compensated absences earned was: 22,424

Internal Service Funds: Internal service funds are used to conduct certain activities for which costs are charged to other funds on full cost-recovery basis. Because internal service funds are presumed to benefit governmental activities, internal service funds are presumed to benefit governmental activities; internal services activities are reported as governmental in the statement of activities. The net increase or decrease in internal services funds was: (62,298)

Amortization of debt issue premium or discount: In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount is amortized as interest over the life of the debt. 5,003

Total change in net position - governmental activities \$ 6,757,432

YOLO COUNTY OFFICE OF EDUCATION

STATEMENT OF NET POSITION

PROPRIETARY FUND

JUNE 30, 2022

	Self- Insurance Fund
	<u> </u>
ASSETS	
Cash and cash equivalents	\$ 105,073
Receivables	-
Total Assets	<u>\$ 105,073</u>
LIABILITIES	
Liabilities	
Claims payable	<u>\$ 105,073</u>
Total Liabilities	<u>105,073</u>
NET POSITION	
Net Position	
Net investment in capital assets	-
Restricted	-
Unrestricted	<u>-</u>
Total Net Position	<u>-</u>
Total Liabilities and Fund Balances	<u>\$ 105,073</u>

YOLO COUNTY OFFICE OF EDUCATION
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION
PROPRIETARY FUND
JUNE 30, 2022

	Self- Insurance Fund
ADDITIONS	
Self-insurance premiums	\$ 352,074
Interest income	320
Total additions	352,394
DEDUCTIONS	
Payments for claims and other operating expenses	352,394
Total deductions	352,394
Net increase (decrease) in net position	-
Net Position, July 1, 2021	-
Net Position, June 30, 2022	\$ -

YOLO COUNTY OFFICE OF EDUCATION

STATEMENT OF CASH FLOWS

PROPRIETARY FUND

JUNE 30, 2022

	Self- Insurance Fund
CASH FLOWS FROM OPERATING ACTIVITIES	
Received from in-district premiums	\$ 354,724
Payments on insurance claims	<u>(406,191)</u>
Net cash provided (used) by operating activities	<u>(51,467)</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Investment income	<u>320</u>
Net cash provided (used) by investing activities	<u>320</u>
Net increase (decrease) in cash and cash equivalents	(51,147)
Cash and cash equivalents, July 1, 2021	<u>156,220</u>
Cash and cash equivalents, June 30, 2022	<u><u>\$ 105,073</u></u>

YOLO COUNTY OFFICE OF EDUCATION

STATEMENT OF NET POSITION

FIDUCIARY FUND

JUNE 30, 2022

	<u>Custodial Fund</u> <u>Warrant/</u> <u>Pass-Through</u> <u>Fund</u>
ASSETS	
Cash and cash equivalents	\$ 25,752,145
Total Assets	<u>\$ 25,752,145</u>
LIABILITIES AND NET POSITION	
Liabilities	
Due to student groups/other agencies	\$ 25,386,331
Total Liabilities	<u>25,386,331</u>
Net Position	
Restricted	<u>365,814</u>
Total Net Position	<u>365,814</u>
Total Liabilities and Fund Balances	<u>\$ 25,752,145</u>

YOLO COUNTY OFFICE OF EDUCATION
STATEMENT OF CHANGES IN NET POSITION
FIDUCIARY FUND
JUNE 30, 2022

	Custodial Fund
	Warrant/ Pass-Through Fund
ADDITIONS	
Funds collected for others	\$ 518,119,382
Total additions	518,119,382
DEDUCTIONS	
Funds distributed for others	518,097,307
Total deductions	518,097,307
Net increase (decrease) in net position	22,075
Net Position, July 1, 2021	343,739
Net Position, June 30, 2022	\$ 365,814

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. HISTORY OF THE ORGANIZATION

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

B. REPORTING ENTITY

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

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

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

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

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. BASIS OF PRESENTATION

County-Wide Financial Statements

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

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

Fund Financial Statements

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

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

Major Governmental Funds

The County maintains the following major governmental funds:

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

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

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. BASIS OF PRESENTATION (CONTINUED)

Non-Major Governmental Funds

The County maintains the following non-major governmental funds:

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

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

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

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

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

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

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

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

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

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. BASIS OF PRESENTATION (CONTINUED)

Fiduciary Funds

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

The County maintains the following fiduciary funds:

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

D. MEASUREMENT FOCUS

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

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

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

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

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. MEASUREMENT FOCUS (CONTINUED)

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

E. REVENUES – EXCHANGES AND NON-EXCHANGE TRANSACTIONS

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

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

F. BUDGETARY DATA

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

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

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

G. ENCUMBRANCES

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

H. ASSETS, DEFERRED OUTFLOWS OF RESOURCES, LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION

Cash and Cash Equivalents

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

Inventories and Prepaid Items

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

Capital Assets

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

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

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

Unearned Revenue

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

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

H. ASSETS, DEFERRED OUTFLOWS OF RESOURCES, LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (CONTINUED)

Unearned Revenue (Continued)

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

Deferred Outflows/Inflows of Resources

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

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

Compensated Absences

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

Postemployment Benefits Other Than Pensions (OPEB)

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

Pensions

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

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

H. ASSETS, DEFERRED OUTFLOWS OF RESOURCES, LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (CONTINUED)

Fund Balances

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

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

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

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

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

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

Net Position

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

Net investment in capital assets - This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of net investment in capital assets. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

H. ASSETS, DEFERRED OUTFLOWS OF RESOURCES, LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (CONTINUED)

Restricted - This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

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

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

I. MINIMUM FUND BALANCE POLICY

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

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

J. PROPERTY TAX CALENDAR

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

K. USE OF ESTIMATES

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

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

L. FINANCING LEASES

A lease is defined as a contract that conveys control of the right to use another entity's nonfinancial asset as specified in the contract for a period of time in an exchange or exchange-like transaction. The long-term liability and corresponding asset for financial leases are recorded in the financial statements to the extent that the County's lease capitalization threshold is met, \$500,000. Amortization of related assets using the straight-line method over the life of the contract. As of June 30, 2022, the County did not have any financial leases that met the threshold.

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

2. DEPOSITS AND INVESTMENTS

Deposits and investments as of June 30, 2022 are classified in the accompanying financial statements as follows:

	Governmental Activities	Proprietary Fund	Fiduciary Activities	Total
Pooled Funds:				
Cash in County Treasury	\$ 21,983,797	\$ 105,073	\$ 25,752,145	\$ 47,841,015
Deposits:				
Cash on hand and in banks	500	-	-	500
Totals	<u>\$ 21,984,297</u>	<u>\$ 105,073</u>	<u>\$ 25,752,145</u>	<u>\$ 47,841,515</u>

Deposits and investments as of June 30, 2022 consist of the following:

Cash on hand and in banks	\$ 500
Investments	<u>47,841,015</u>
Total deposits and investments	<u>\$ 47,841,515</u>

Pooled Funds

In accordance with Education Code Section 41001, the County maintains substantially all of its cash in the County Treasury. The County pools and invests the cash. These pooled funds are carried at cost which approximates fair value. Interest earned is deposited annually to participating funds. Any investment losses are proportionately shared by all funds in the pool.

Because the County’s deposits are maintained in a recognized pooled investment fund under the care of a third party and the County’s share of the pool does not consist of specific, identifiable investment securities owned by the County, no disclosure of the individual deposits and investments or related custodial credit risk classifications is required.

In accordance with applicable state laws, the County Treasurer may invest in derivative securities with the State of California. However, at June 30, 2022, the County Treasurer has represented that the Pooled Investment Fund contained no derivatives or other investments with similar risk profiles.

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the County’s deposits may not be returned to it. The County does not have a policy for custodial credit risk for deposits. Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC) and are collateralized by the respective financial institutions. In addition, the California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits.

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

2. DEPOSITS AND INVESTMENTS (continued)

As of June 30, 2022, none of the County’s bank balance was exposed to custodial credit risk because it was insured by the FDIC.

Investments - Interest Rate Risk

The County’s investment policy limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The County’s investment policy limits investment purchases to investments with a term not to exceed three years. Investments purchased with maturity terms greater than three years require approval by the Board of Trustees. Investments purchased with maturities greater than one year require written approval by the Superintendent prior to commitment. Maturities of investments held at June 30, 2022, consist of the following:

	Rating	Reported Amount	Maturity		Fair Value Measurement
			Less Than One Year	One Year Through Five Years	
Investment maturities:					
County Investment Pool	N/A	\$ 47,841,015	\$ 47,841,015	\$ -	Uncategorized

Investments - Credit Risk

The County’s investment policy limits investment choices to obligations of local, state and federal agencies, commercial paper, certificates of deposit, repurchase agreements, corporate notes, banker acceptances, and other securities allowed by State Government Code Section 53600. At June 30, 2022, all investments represented governmental securities which were issued, registered and held by the County’s agent in the County’s name.

Investments - Concentration of Credit Risk

The County does not place limits on the amount it may invest in any one issuer. At June 30, 2022, the County had no investments outside of the County treasury.

Fair Value Measurements

The County categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset’s fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 – Quoted prices in active markets for identical assets that the County has the ability to access at the measurement date. Level 1 assets may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 – Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, such as interest rates and curves observable at commonly quoted intervals, implied volatilities, and credit spreads. For financial reporting purposes, if an asset has a specified term, a Level 2 input is required to be observable for substantially the full term of the asset.

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

2. DEPOSITS AND INVESTMENTS (CONTINUED)

Level 3 – Unobservable inputs should be developed using the best information available under the circumstances, which might include the County’s own data. The County should adjust that date if reasonably available information indicates that other market participants would use different data or certain circumstances specific to the County are not available to other market participants.

Uncategorized – Investments in the Yolo County Treasury Investment Pool are not measured using the input levels above because the County’s transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

3. ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2022, consisted of the following:

	County School Services Fund	Special Education Pass-Through Fund	All Non-Major Funds	Total
Federal Government:				
Categorical aid programs	\$ 1,140,009	\$ -	\$ 151,709	\$ 1,291,718
Special education	199,800	11,657,806	-	11,857,606
State Government:				
LCFF	54,783	-	-	54,783
Special education	4,154,977	284,284	-	4,439,261
Categorical aid programs	265,439	-	533,409	798,848
Local:				
Other local resources	423,177	-	-	423,177
Totals	<u>\$ 6,238,185</u>	<u>\$ 11,942,090</u>	<u>\$ 685,118</u>	<u>\$ 18,865,393</u>

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

4. INTERFUND TRANSACTIONS

Balances Due To/From Other Funds

Balances due to/from other funds at June 30, 2022, consisted of the following:

<u>Fund</u>	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
<u>Governmental Activities</u>		
<u>Major Funds:</u>		
County School Service Fund	\$ 4,275,257	\$ 970,881
Special Education Pass-Through Fund	677,630	3,683,071
<u>Non-Major Fund:</u>		
Adult Education Fund	-	1,096
Child Development Fund	7,936	305,775
Total	<u>\$ 4,960,823</u>	<u>\$ 4,960,823</u>

At June 30, 2022, the County School Services Fund owed \$275,000 to the Deferred Maintenance Fund and \$72,618 to the Special Reserve Fund for Postemployment Benefits. As described in Note 1.B. and in accordance with GASB Statement No. 54, the Deferred Maintenance Fund and the Special Reserve Fund for Postemployment Benefits are reported within the County School Service Fund in these financial statements. Therefore, all interfund activity has been removed from the fund financial statements.

Transfers To/From Other Funds

The following transfers were between funds during the fiscal year ended June 30, 2022:

Transfer from the County School Service Fund to the Child Development Fund to cover expenditures due to salary and benefit costs not covered by grants.	<u>\$ 87,141</u>
--	------------------

During the fiscal year, the County School Services Fund reported a transfer of \$10,315 to the Special Reserve Fund for Postemployment Benefits. As described in Note 1.B. and in accordance with GASB Statement No. 54, the Special Reserve Fund for Postemployment Benefits is reported within the County School Service Fund in these financial statements. Therefore, all interfund activity has been removed from the fund financial statements.

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

5. FUND BALANCES

At June 30, 2022, fund balances of the County’s governmental funds were classified as follows:

	County School Service Fund	Special Education Pass-Through Fund	All Non-Major Funds	Total
Nonspendable				
Prepaid Items	\$ 169,040	\$ -	\$ -	\$ 169,040
Subtotal Nonspendable	<u>169,040</u>	<u>-</u>	<u>-</u>	<u>169,040</u>
Restricted				
Medi-Cal Billing Option	287,323	-	-	287,323
California Clean Energy Jobs Act	22,199	-	-	22,199
Educator Effectiveness, FY 2021-22	283,808	-	-	283,808
Lottery: Instructional Materials	93,474	-	-	93,474
CalWORKs for ROCP or Adult Education	29,057	-	-	29,057
Special Education	860,537	-	-	860,537
Special Ed: Dispute Prevention and Dispute Resolution	404,843	-	-	404,843
Classified School Employee Professional Development Block Grant	13,118	-	-	13,118
A-G Access/Success Grant	56,250	-	-	56,250
A-G Learning Loss Mitigation Grant	56,250	-	-	56,250
Expanded Learning Opportunities (ELO) Grant	37,968	-	-	37,968
ELO Grant: Paraprofessional Staff	1,351	-	-	1,351
County Safe Schools for All	98,821	-	-	98,821
COVID Mitigation for Counties	219,892	-	-	219,892
Low-Performing Students Block Grant	66	-	-	66
Mental Health-Related Services	-	300,000	-	300,000
Adult Education Program	-	-	321,427	321,427
Child Development: Local Planning Councils	-	-	2	2
Child Development: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - One-time Stipend	-	-	100,879	100,879
Child Development: ARP California State Preschool Program One-time Stipend	-	-	112,800	112,800
Child Care and Development Programs Administered by California Department of Social Services	-	-	23,390	23,390
Child Development: Center-Based Reserve Account for Department of Social Services Programs	-	-	148,929	148,929
Child Development: Center-Based Reserve Account	-	-	308,906	308,906
Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes	-	-	72,369	72,369
Child Nutrition: CCFP Cash in Lieu of Commodities	-	-	384	384
Other Restricted State	75,000	-	-	75,000
Other Restricted Local	842,016	-	1,150,045	1,992,061
Subtotal Restricted	<u>3,381,973</u>	<u>300,000</u>	<u>2,239,131</u>	<u>5,921,104</u>

(continued)

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

5. FUND BALANCES (CONTINUED)

	County School Service Fund	Special Education Pass-Through Fund	All Non-Major Funds	Total
Assigned				
Other Assignments	\$ 11,397,634	\$ -	\$ 23,234	\$ 11,420,868
Subtotal Assigned	<u>11,397,634</u>	<u>-</u>	<u>23,234</u>	<u>11,420,868</u>
Unassigned				
Reserve for Economic Uncertainties	799,500	-	-	799,500
Subtotal Unassigned	<u>799,500</u>	<u>-</u>	<u>-</u>	<u>799,500</u>
Total	<u>\$ 15,748,147</u>	<u>\$ 300,000</u>	<u>\$ 2,262,365</u>	<u>\$ 18,310,512</u>

6. CAPITAL ASSETS AND DEPRECIATION

Capital asset activity for the year ended June 30, 2022 was as follows:

	Balance July 1, 2021	Additions and Transfers	Deductions and Transfers	Balance June 30, 2022
Non-depreciable assets:				
Land	\$ 809,908	\$ -	\$ -	\$ 809,908
Work in-process	20,395	1,141,595	489,656	672,334
	<u>830,303</u>	<u>1,141,595</u>	<u>489,656</u>	<u>1,482,242</u>
Depreciable assets:				
Improvements on sites	2,248,862	113,163	-	2,362,025
Buildings	13,975,816	18,835	-	13,994,651
Equipment	2,224,380	121,860	46,040	2,300,200
	<u>18,449,058</u>	<u>253,858</u>	<u>46,040</u>	<u>18,656,876</u>
Totals, at cost	<u>19,279,361</u>	<u>1,395,453</u>	<u>535,696</u>	<u>20,139,118</u>
Less accumulated depreciation:				
Improvements on sites	(941,563)	(112,443)	-	(1,054,006)
Buildings	(5,118,175)	(369,265)	-	(5,487,440)
Equipment	(1,572,336)	(119,014)	(9,208)	(1,682,142)
Total accumulated depreciation	<u>(7,632,074)</u>	<u>(600,722)</u>	<u>(9,208)</u>	<u>(8,223,588)</u>
Capital assets, net	<u>\$ 11,647,287</u>	<u>\$ 794,731</u>	<u>\$ 526,488</u>	<u>\$ 11,915,530</u>

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

6. CAPITAL ASSETS AND DEPRECIATION (CONTINUED)

Depreciation expense was allocated to the following functions on the Statement of Activities:

Instruction	\$ 29,904
All other pupil services	50,211
Community services	5,445
Centralized data processing	6,260
Plant services	508,902
	<hr/>
Total depreciation expense	\$ 600,722

7. LONG-TERM DEBT OTHER THAN PENSIONS

Changes in long-term debt for the year ended June 30, 2022 were as follows:

	Balance			Balance	Due
	July 1, 2021	Additions	Deductions	June 30, 2022	Within
					One Year
Certificates of Participation	\$ 5,200,000	\$ -	\$ 200,000	\$ 5,000,000	\$ 225,000
Net pension liability	27,842,014	-	11,357,956	16,484,058	-
Net OPEB liability	1,543,140	-	155,443	1,387,697	-
Compensated absences	141,552	-	22,424	119,128	-
	<hr/>		<hr/>	<hr/>	
Totals	\$ 34,726,706	\$ -	\$ 11,735,823	\$ 22,990,883	\$ 225,000

Certificates of participation are paid from the Capital Facilities Fund. Accumulated vacation will be paid for by the fund for which the employee worked. Other postemployment benefits are paid from the County School Service Fund.

2015 Refunding Certificates of Participation

On April 29, 2015, the County issued \$5,975,000 of Refunding Certificates of Participation. The certificates bear fixed interest rates ranging between 2.0% and 5.0% with annual maturities from November 1, 2015 through November 1, 2034. The net proceeds of \$8,053,546 (after premiums of \$301,201, other sources of \$1,994,820 and issuance costs of \$217,475) were used to fully prepay the County's outstanding 2004 Certificates.

The net proceeds were used to purchase U.S. government securities. Those securities were deposited into an irrevocable trust with an escrow agent to provide for future debt service payments on the refunded certificates. As a result, the refunded certificates are considered to be defeased, and the related liability for the certificates has been removed from the County's liabilities. Amounts paid to the escrow agent in excess of the outstanding debt at the time of payment are recorded as deferred amounts on refunding on the Statement of Net Position and are amortized to interest expense over the life of the liability. Deferred amounts on refunding as of June 30, 2022, of \$128,801 remain to be amortized for this refunding. As of June 30, 2022, the defeased debt had been fully paid out of escrow and there was no principal balance outstanding on the debt.

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

7. LONG-TERM DEBT OTHER THAN PENSIONS (CONTINUED)

The annual requirements to amortize certificates of participation outstanding as of June 30, 2022, are as follows:

Year Ended June 30,	Principal	Interest	Total
2023	\$ 225,000	\$ 168,119	\$ 393,119
2024	245,000	156,369	401,369
2025	275,000	143,369	418,369
2026	305,000	128,869	433,869
2027	325,000	117,384	442,384
2028-2032	2,025,000	431,116	2,456,116
2033-2035	1,600,000	83,221	1,683,221
Totals	<u>\$ 5,000,000</u>	<u>\$ 1,228,447</u>	<u>\$ 6,228,447</u>

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

8. OTHER POSTEMPLOYMENT BENEFITS (OPEB)

The details of each plan are as follows:

County Plan

Plan Description

The County's single-employer defined benefit OPEB plan provides OPEB for eligible certificated, classified, and management employees of the County. The authority to establish and amend the benefit terms and financing requirements are governed by collective bargaining agreements with plan members. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement 75.

Benefits Provided

The postretirement health plans and the County's obligation vary by employee group as described below. The County's defined benefit OPEB plan provides OPEB for eligible certificated, classified, and management employees of the County. The authority to establish and amend the benefit terms and financing requirements are governed by collective bargaining agreements with plan members. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement 75.

Following is a description of the retiree benefit plan that applies to those hired prior to July 1, 1991.

	<u>Certificated</u>	<u>Classified</u>
Benefit types provided	Medical, dental and vision	Medical, dental and vision
Duration of Benefits	Lifetime	Lifetime
Required Service	15 consecutive years	15 consecutive years
Minimum Age	55	55
Dependent Coverage	Yes	Yes
COE Contribution %	100%	100%
COE Cap	Negotiated cap	Negotiated cap to age 65; \$75 per month thereafter

Employees Covered by Benefit Terms

At June 30, 2022, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments	22
Inactive employees entitled to but not yet receiving benefit payments	-
Active employees	1
	<u>23</u>

Employees hired after June 30, 1991 are not eligible to receive these benefits.

Total OPEB Liability

The County's total OPEB liability of \$1,387,697 for the Plan was measured as of June 30, 2021 and was determined by an actuarial valuation as of June 30, 2021.

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

8. OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

County Plan (continued)

Actuarial assumptions and other inputs

The total OPEB liability in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Actuarial cost method	Entry Age, Level Percent of Pay
Inflation	2.50% per year
Discount rate	2.16% based on the Bond Buyer 20 Bond Index
Trend	4.00% per year
Payroll increase	2.75% per year
Mortality	
Certificated	2020 CalSTRS Mortality
Classified	2017 CalPERS Active Mortality for Miscellaneous Employees and School Employees

Changes in the Total OPEB Liability

	Increase (Decrease)		
	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a) - (b)
Balances at June 30, 2020 Measurement Date	\$ 1,461,756	\$ -	\$ 1,461,756
Changes for the year:			
Service cost	5,015	-	5,015
Interest	32,214	-	32,214
Differences between expected and actual experience	(67,698)	-	(67,698)
Changes of benefit terms	-	-	-
Changes of assumptions	83,524	-	83,524
Contributions - employer	-	127,114	(127,114)
Net investment income	-	-	-
Benefit payments	(127,114)	(127,114)	-
Administrative expense	-	-	-
Net changes	(74,059)	-	(74,059)
Balances at June 30, 2021 Measurement Date	\$ 1,387,697	\$ -	\$ 1,387,697

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

8. OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

County Plan (continued)

Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the County, as well as what the County’s total OPEB liability would be if it were calculated using a discount rate that is one percentage-point lower or one percentage-point higher than the current discount rate:

	1% Decrease (1.16%)	Discount Rate (2.16%)	1% Increase (3.16%)
Net OPEB liability (asset)	\$ 1,520,208	\$ 1,387,697	\$ 1,274,484

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the total OPEB liability of the County, as well as what the County’s total OPEB liability would be if it were calculated using healthcare cost trend rates that are one percentage-point lower or one percentage-point higher than the current healthcare cost trend rates:

	1% Decrease	Current Trend Rate	1% Increase
Net OPEB liability (asset)	\$ 1,362,853	\$ 1,387,697	\$ 1,416,662

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2022, the County recognized OPEB expense of \$141,652. In addition, at June 30, 2022, the County reported \$87,799 of deferred outflows of resources related to OPEB resulting from County contributions subsequent to the measurement date of the total OPEB liability, which will be recognized as a reduction of the total OPEB liability in the year ended June 30, 2023. There were no other amounts reported as deferred outflows of resources or deferred inflows of resources related to OPEB.

Payable to the OPEB Plan

At June 30, 2022, the County had no outstanding amount of contributions to the OPEB plan required for the year ended June 30, 2022.

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

9. EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

Plan Description

California Public Employees' Retirement System (CalPERS)

The County contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate annual comprehensive financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual comprehensive financial report may be obtained from the CalPERS Headquarters, 400 Q Street, Sacramento, California 95811.

State Teachers' Retirement System (STRS)

The County contributes to the State Teachers' Retirement System (STRS), a cost-sharing, multiple-employer, public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement and disability benefits and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate annual comprehensive financial report that includes financial statements and required supplementary information. Copies of the STRS annual comprehensive financial report may be obtained from the STRS Headquarters, 100 Waterfront Place, West Sacramento, California 95605.

The Plans' provisions and benefits in effect at June 30, 2022, are summarized as follows:

	CalPERS		CalSTRS	
	Prior to January 1, 2013	On or after January 1, 2013	Prior to January 1, 2013	On or after January 1, 2013
Hire date				
Benefit formula	2% @ 55	2% @ 62	2% @ 60	2% @ 62
Benefit vesting schedule	5 years service	5 years service	5 years service	5 years service
Benefit payments	monthly for life	monthly for life	monthly for life	monthly for life
Retirement age	55	62	60	62
Monthly benefits, as a % of eligible compensation	2.0%	2.0%	2.0%	2.0%
Required employee contribution rates	7%	7%	10.25%	10.205%
Required employer contribution rates	22.910%	22.910%	16.92%	16.92%

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

9. EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

Contributions

CalPERS

Section 20814(c) of the California Public Employees’ Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Funding contributions for the Plan are determined annually on an actuarial basis as of June 30 by CalPERS. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The County is required to contribute the difference between the actuarially determined rate and the contribution rate of employees.

STRS

Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers’ Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

For the year ended June 30, 2022, the contributions reported as deferred outflows of resources related to pensions recognized as part of pension expense for each Plan were as follows:

	CalPERS	STRS	Total
Contributions - employer	\$ 1,777,825	\$ 1,258,351	\$ 3,036,176
On behalf contributions - state	-	806,324	806,324
Total	<u>\$ 1,777,825</u>	<u>\$ 2,064,675</u>	<u>\$ 3,842,500</u>

Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to Pensions

As of June 30, 2022, the County’s reported net pension liabilities for its proportionate share of the net pension liability of each Plan as follows:

	Proportionate Share of Net Pension Liability
CalPERS	\$ 10,778,531
STRS	5,705,527
Total Net Pension Liability	<u>\$ 16,484,058</u>

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

9. EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

The County’s net pension liability for each Plan is measured as the proportionate share of the net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2021, and the total pension liability for each Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2020 rolled forward to June 30, 2021 using standard update procedures.

The County’s proportion of the net pension liability was based on a projection of the County’s long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined.

The County’s proportionate share of the net pension liability for each Plan as of June 30, 2020 and 2021 measurement dates was as follows.

Measurement			
Dates	Fiscal Year	CalPERS	STRS
June 30, 2020	2020-21	0.05072%	0.01267%
June 30, 2021	2021-22	0.05301%	0.01254%
Change - Increase (Decrease)		<u>0.00229%</u>	<u>-0.00013%</u>

For the year ended June 30, 2022, the County recognized pension expense of \$3,677,773. At June 30, 2022, the County reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	CalPERS		STRS		Total	
	Deferred Outflows of Resources	Deferred Inflows of Resources	Deferred Outflows of Resources	Deferred Inflows of Resources	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 1,777,825	\$ -	\$ 2,064,675	\$ -	\$ 3,842,500	\$ -
Difference between proportionate share of aggregate employer contributions and actual contributions for 2020-21	164,221	188,383	108,370	149,270	272,591	337,653
Changes of Assumptions	226,378	-	3,742,489	-	3,968,867	-
Differences between Expected and Actual Experience	937,491	19,057	71,526	1,111,066	1,009,017	1,130,123
Change in employer’s proportion and differences between the employer’s contributions and the employer’s proportionate share of contributions	635,151	327,056	480,899	468,763	1,116,050	795,819
Net differences between projected and actual investment earnings on pension plan investments	-	3,149,935	-	3,695,417	-	6,845,352
Total	<u>\$ 3,741,066</u>	<u>\$ 3,684,431</u>	<u>\$ 6,467,959</u>	<u>\$ 5,424,516</u>	<u>\$ 10,209,025</u>	<u>\$ 9,108,947</u>

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

9. EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

The amounts reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2023. Other amounts reported as deferred outflows/(inflows) of resources related to pensions will be recognized as pension expense as follows:

Year Ended June 30	CalPERS	STRS	Total Deferred Outflows/ (Inflows) of Resources
2023	\$ 104,066	\$ (236,297)	\$ (132,231)
2024	(428,840)	(118,876)	(547,716)
2025	(569,121)	(294,646)	(863,767)
2026	(827,295)	(621,345)	(1,448,640)
2027	-	230,480	230,480
Thereafter	-	19,452	19,452
Total	\$ (1,721,190)	\$ (1,021,232)	\$ (2,742,422)

Actuarial Assumptions

The total pension liabilities in the June 30, 2020 actuarial valuations were determined using the following actuarial assumptions:

	CalPERS	STRS
Valuation Date	June 30, 2020	June 30, 2020
Measurement Date	June 30, 2021	June 30, 2021
Actuarial Cost Method	Entry-Age Normal Cost	Entry-Age Normal Cost
Actuarial Assumptions		
Discount Rate	7.15%	7.10%
Inflation	2.50%	2.75%
Payroll Growth Rate	2.75%	3.50%
Projected Salary Increase	Varies by Entry Age and Service	Varies by Entry Age and Service
Investment Rate of Return ⁽¹⁾	7.15%	7.10%
Mortality	Derived using CalPERS' Membership Data for all Funds	Derived using STRS' Membership Data for all Funds

⁽¹⁾ Net of pension plan investment expenses, including inflation

The mortality table used was developed based on CalPERS-specific data. The table includes 15 years of mortality improvements using the Society of Actuaries Scale 90% of scale MP 2016. For more details on this table, please refer to the December 2017 experience study report (based on CalPERS demographic data from 1997 to 2015) that can be found on the CalPERS website.

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

9. EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

STRS changed the mortality assumptions based on the July 1, 2015 through June 30, 2018, experience study adopted by the board in January 2020. STRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are STRS custom tables derived to best fit the patterns of mortality among our members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table issued by the Society of Actuaries.

Discount Rate

CalPERS

The discount rate used to measure the total pension liability for the Plan was 7.15%. The projection of cash flows used to determine the discount rate assumed that contributions from Plan members will be made at the current member contribution rates and that contributions from employers will be made at statutorily required rates, actuarially determined. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on Plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical and forecasted information for all the funds' asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11+ years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the rounded single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equal to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses.

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

9. EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

Asset Class	Assumed Asset Allocation	Real Return Years 1 - 10 ^(a)	Real Return Years 11+ ^(b)
Public Equity	50.0%	4.80%	5.98%
Fixed Income	28.0%	1.00%	2.62%
Inflation Assets	0.0%	0.77%	1.81%
Private Equity	8.0%	6.30%	7.23%
Real Assets	13.0%	3.75%	4.93%
Liquidity	1.0%	0.00%	-0.92%
	<u>100.0%</u>		

^(a) An expected inflation of 2.00% used for this period

^(b) An expected inflation of 2.92% used for this period

STRS

The discount rate used to measure the total pension liability was 7.10%, which was unchanged from prior fiscal year. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers are made at statutory contribution rates in accordance with the rate increases actuarially determined. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return of 7.10% and assume that contributions, benefit payments and administrative expenses occur midyear. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term investment rate of return assumption was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from STRS investment staff and investment consultants as inputs to the process.

The actuarial investment rate of return assumption was adopted by the board in January 2020 in conjunction with the most recent experience study. For each current and future valuation, STRS' independent consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of expected 20-year geometrically linked real rates of return and the assumed asset allocation for each major asset class as of the June 30, 2021 measurement date, are summarized in the following table.

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

9. EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term Expected Real Rate of Return ^(a)</u>
Public Equity	42.0%	4.80%
Real Estate	15.0%	3.60%
Private Equity	13.0%	6.30%
Fixed Income	12.0%	1.30%
Risk Mitigating Strategies	10.0%	1.80%
Inflation Sensitive	6.0%	3.30%
Cash/Liquidity	2.0%	-0.40%
Total	<u>100%</u>	

^(a) 20-year average

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the County's proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the County's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate:

	CalPERS		
	<u>Discount Rate - 1% (6.15%)</u>	<u>Current Discount Rate (7.15%)</u>	<u>Discount Rate + 1% (8.15%)</u>
Plan's Net Pension Liability/(Asset)	\$ 18,174,117	\$ 10,778,531	\$ 4,638,608

	STRS		
	<u>Discount Rate - 1% (6.10%)</u>	<u>Current Discount Rate (7.10%)</u>	<u>Discount Rate + 1% (8.10%)</u>
Plan's Net Pension Liability/(Asset)	\$ 11,614,410	\$ 5,705,527	\$ 801,266

Pension Plan Fiduciary Net Position

Detailed information about each pension plan's fiduciary net position is available in the separately issued CalPERS and STRS annual comprehensive financial reports available on the CalPERS' and STRS' websites.

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

9. EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

Social Security

As established by Federal law, all public sector employees who are not members of their employer's existing retirement system (CalSTRS or CalPERS) must be covered by social security or an alternative plan. The County has elected to use the Social Security as its alternative plan.

Payables to the Pension Plans

At June 30, 2022, the County had no outstanding amount of legally required contributions to the CalSTRS and CalPERS pension plans for the fiscal year ended June 30, 2022.

10. JOINT VENTURES

The Yolo County Office of Education participates in two joint powers agreement (JPA) entities: the Central Valley Schools Joint Powers Authority (CVSJPA) and the North Valley Schools Insurance Group (NVSIG). NVSIG pools its insurance in the Protected Insurance Program for Schools and Community Colleges (PIPS) JPA, which then insures the County's workers' compensation claims. The relationships between the County and the JPAs are such that the JPAs are not component units of the County for financial reporting purposes.

CVSJPA and NVSIG arrange for and provide workers' compensation, property, and liability insurance coverage for their members. The JPAs are governed by boards consisting of a representative from each member district. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation of the boards. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPAs. The most recent condensed financial information of the JPA's is as follows:

	CVSJPA	NVSIG
	<u>June 30, 2021</u>	<u>June 30, 2021</u>
Total assets	\$ 489,731	\$ 3,605,700
Total liabilities	91,430	1,433,365
Total net position	<u>\$ 398,301</u>	<u>\$ 2,172,335</u>
Total revenues	\$ 959,233	\$ 13,570,342
Total expenses	967,911	13,389,642
Change in net position	<u>\$ (8,678)</u>	<u>\$ 180,700</u>
Contributions in the current year	<u>\$ -</u>	<u>\$ -</u>

YOLO COUNTY OFFICE OF EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

11. RISK MANAGEMENT

The County is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees and natural disasters. During fiscal year ending June 30, 2022, the County carried the following levels of insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Workers' Compensation

JPA's SIR: \$0 with NVSIG
Excess Insurance: \$1-\$150,000,000 with Protected Insurance Program for Schools and Community Colleges (PIPS)

Property - CVSJPA

County Office Deductible: \$1,000
JPA's SIR: \$1,001 to \$10,000
Excess Insurance: \$10,001-\$250,000 per occurrence with NorCal ReLiEF
\$250,001-\$249,750,000 per occurrence with SAFER

Liability - CVSJPA

County Office Deductible: \$1,000
JPA's SIR: \$1,001 to \$10,000 with CVSJPA
Excess Insurance: \$10,001-\$1,000,000 with NorCal ReLiEF
\$1,000,001-\$25,000,000 with SAFER

The County accounts for the self-insured activities in the Self-Insurance Internal Service Fund. The fund establishes a liability for both reported and unreported events, which includes estimates of both future payments of losses and related claim adjustment expenses. The following represent the changes in approximate aggregate liabilities for the County from July 1, 2020 to June 30, 2022:

Claims liabilities, July 1, 2020	\$ 27,333
Claims and changes in estimates	454,433
Claims payments	<u>(322,896)</u>
Claims liabilities, June 30, 2021	158,870
Claims and changes in estimates	352,394
Claims payments	<u>(406,191)</u>
Claims liabilities, June 30, 2022	<u>\$ 105,073</u>

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

12. COMMITMENTS AND CONTINGENCIES

State and Federal Allowances, Awards, and Grants

The County has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

Litigation

The County is involved in certain legal matters that arose out of the normal course of business. The County has not accrued liability for any potential litigation against it because it does not meet the criteria to be considered a liability at June 30.

13. SUBSEQUENT EVENTS

The County's management has reviewed its financial statements and evaluated subsequent events for the period of time from its year ended June 30, 2022 through December 6, 2022, the date the financial statements were issued. Management is not aware of any subsequent events that would require recognition or disclosure in the accompanying financial statements.

REQUIRED SUPPLEMENTARY INFORMATION

YOLO COUNTY OFFICE OF EDUCATION

**STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE – BUDGET (NON-GAAP) AND ACTUAL**

COUNTY SCHOOL SERVICE FUND

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	Budget		Actual	Variance with
	Original	Final		Final Budget
				Favorable
				(Unfavorable)
REVENUES				
LCFF sources	\$ 11,371,023	\$ 15,936,350	\$ 10,519,113	\$ (5,417,237)
Federal revenue	6,649,256	7,039,798	6,285,511	(754,287)
Other state revenues	3,638,185	5,081,606	4,750,878	(330,728)
Other local revenues	7,602,245	8,356,514	7,398,836	(957,678)
Total revenues	29,260,709	36,414,268	28,954,338	(7,459,930)
EXPENDITURES				
Certificated salaries	6,682,079	6,902,673	6,714,580	188,093
Classified salaries	7,984,580	7,845,445	7,629,823	215,622
Employee benefits	6,719,744	6,204,939	5,938,131	266,808
Books and supplies	920,842	1,900,713	1,325,036	575,677
Services and other operating expenditures	7,330,092	9,753,429	4,597,007	5,156,422
Capital outlay	434,216	1,753,454	974,904	778,550
Other outgo	(359,687)	(405,638)	(351,294)	(54,344)
Total expenditures	29,711,866	33,955,015	26,828,187	7,126,828
Excess (deficiency) of revenues over expenditures	(451,157)	2,459,253	2,126,151	(333,102)
OTHER FINANCING SOURCES (USES)				
Operating transfers in	-	-	60,350	(60,350)
Operating transfers out	(115,386)	(262,877)	(147,491)	115,386
Other transfers in	-	-	62,303	(62,303)
Total other financing sources (uses)	(115,386)	(262,877)	(24,838)	238,039
Net change in fund balances	(566,543)	2,196,376	2,101,313	(95,063)
Fund balances, July 1, 2021	13,646,834	13,646,834	13,646,834	-
Fund balances, June 30, 2022	\$ 13,080,291	\$ 15,843,210	\$ 15,748,147	\$ (95,063)

YOLO COUNTY OFFICE OF EDUCATION

**STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE – BUDGET (NON-GAAP) AND ACTUAL**

SPECIAL EDUCATION PASS-THROUGH FUND

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	Budget		Actual	Variance with Final Budget Favorable (Unfavorable)
	Original	Final		
REVENUES				
Federal revenue	\$ 5,806,692	\$ 7,124,575	\$ 6,382,665	\$ (741,910)
Other state revenues	10,746,402	13,669,455	18,416,234	4,746,779
Other local revenues	134,061	134,061	-	(134,061)
Total revenues	16,687,155	20,928,091	24,798,899	3,870,808
EXPENDITURES				
Other outgo	16,687,155	20,928,091	24,798,899	(3,870,808)
Total expenditures	16,687,155	20,928,091	24,798,899	3,870,808
Net change in fund balances	-	-	-	-
Fund balances, July 1, 2021	300,000	300,000	300,000	-
Fund balances, June 30, 2022	\$ 300,000	\$ 300,000	\$ 300,000	\$ -

YOLO COUNTY OFFICE OF EDUCATION

SCHEDULE OF CHANGES IN THE NET OPEB LIABILITY AND RELATED RATIOS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	<u>2022*</u>	<u>2021*</u>	<u>2020*</u>	<u>2019*</u>	<u>2018*</u>
Total OPEB liability					
Service cost	\$ 5,015	\$ 3,618	\$ -	\$ -	\$ -
Interest	32,214	46,536	52,818	57,432	56,005
Expected minus actual benefits payments	-	-	(35,968)	-	-
Differences between expected and actual experience	(67,698)	(15,995)	(12,350)	-	-
Changes of assumptions or other inputs	83,524	147,270	30,589	(35,304)	-
Benefit payments	<u>(127,114)</u>	<u>(110,919)</u>	<u>(103,531)</u>	<u>(147,616)</u>	<u>(141,938)</u>
Net change in total OPEB liability	<u>(74,059)</u>	<u>70,510</u>	<u>(68,442)</u>	<u>(125,488)</u>	<u>(85,933)</u>
Total OPEB liability - beginning	<u>1,461,756</u>	<u>1,391,246</u>	<u>1,459,688</u>	<u>1,585,176</u>	<u>1,671,109</u>
Total OPEB liability - ending (a)	\$ <u>1,387,697</u>	\$ <u>1,461,756</u>	\$ <u>1,391,246</u>	\$ <u>1,459,688</u>	\$ <u>1,585,176</u>
Plan fiduciary net position					
Contributions - employer	\$ 127,114	\$ 110,919	\$ 103,531	\$ 147,616	\$ 141,938
Benefit payments	<u>(127,114)</u>	<u>(110,919)</u>	<u>(103,531)</u>	<u>(147,616)</u>	<u>(141,938)</u>
Net change in plan fiduciary net position	-	-	-	-	-
Plan fiduciary net position - beginning	-	-	-	-	-
Plan fiduciary net position - ending (b)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
County's net OPEB liability - ending (a) - (b)	<u>\$ 1,387,697</u>	<u>\$ 1,461,756</u>	<u>\$ 1,391,246</u>	<u>\$ 1,459,688</u>	<u>\$ 1,585,176</u>
Plan fiduciary net position as a percentage of the total OPEB liability	0.0%	0.0%	0.0%	0.0%	0.0%
Covered-employee payroll	\$ 14,651,881	\$ 14,354,679	\$ 13,435,881	\$ 13,076,284	\$ 12,726,310
County's net OPEB liability as a percentage of covered-employee payroll	9.5%	10.2%	10.4%	11.2%	12.5%

* GASB 75 requires presentation of the 10-year history of changes in the Net OPEB Liability. Since this is the fifth year of implementation, only results for fiscal years 2018 through 2022 are shown in this table.

YOLO COUNTY OFFICE OF EDUCATION

SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

CalPERS	June 30, 2014⁽¹⁾	June 30, 2015⁽¹⁾	June 30, 2016⁽¹⁾	June 30, 2017⁽¹⁾	June 30, 2018⁽¹⁾	June 30, 2019⁽¹⁾	June 30, 2020⁽¹⁾	June 30, 2021⁽¹⁾
Proportion of the net pension liability (asset)	0.05116%	0.05054%	0.05324%	0.05243%	0.05064%	0.05297%	0.05072%	0.05301%
Proportionate share of the net pension liability (asset)	\$ 5,808,318	\$ 7,450,291	\$ 10,515,808	\$ 12,515,547	\$ 13,501,343	\$ 15,436,549	\$ 15,561,977	\$ 10,778,531
Covered payroll ⁽²⁾	\$ 5,220,788	\$ 5,559,846	\$ 5,448,999	\$ 5,978,153	\$ 5,743,046	\$ 6,719,172	\$ 9,175,203	\$ 6,871,152
Proportionate Share of the net pension liability (asset) as a percentage of covered payroll	111.25%	134.00%	192.99%	209.35%	235.09%	229.74%	169.61%	156.87%
Plan fiduciary net position as a percentage of the total pension liability (asset)	83.38%	79.43%	73.90%	71.87%	70.85%	70.05%	70.00%	80.97%
Proportionate share of aggregate employer contributions ⁽³⁾	\$ 614,539	\$ 658,675	\$ 756,757	\$ 928,467	\$ 1,037,309	\$ 1,325,088	\$ 1,899,267	\$ 1,574,181
STRS	June 30, 2014⁽¹⁾	June 30, 2015⁽¹⁾	June 30, 2016⁽¹⁾	June 30, 2017⁽¹⁾	June 30, 2018⁽¹⁾	June 30, 2019⁽¹⁾	June 30, 2020⁽¹⁾	June 30, 2021⁽¹⁾
Proportion of the net pension liability (asset)	0.01169%	0.01243%	0.01257%	0.01255%	0.01289%	0.01212%	0.01267%	0.01254%
Proportionate share of the net pension liability (asset)	\$ 6,829,781	\$ 8,367,445	\$ 10,164,829	\$ 11,609,327	\$ 11,846,661	\$ 10,944,189	\$ 12,280,037	\$ 5,705,527
Covered payroll ⁽²⁾	\$ 4,836,295	\$ 4,774,101	\$ 5,342,273	\$ 5,800,215	\$ 6,081,732	\$ 6,200,988	\$ 7,680,916	\$ 7,601,407
Proportionate Share of the net pension liability (asset) as a percentage of covered payroll	141.22%	175.27%	190.27%	200.15%	194.79%	176.49%	159.88%	75.06%
Plan fiduciary net position as a percentage of the total pension liability (asset)	76.52%	74.02%	70.04%	69.46%	70.99%	72.56%	71.82%	87.21%
Proportionate share of aggregate employer contributions ⁽³⁾	\$ 429,463	\$ 512,261	\$ 672,058	\$ 836,971	\$ 990,106	\$ 1,060,369	\$ 1,240,468	\$ 1,286,158

⁽¹⁾ Historical information is required only for measurement periods for which GASB 68 is applicable.

⁽²⁾ Covered payroll is the payroll on which contributions to a pension plan are based.

⁽³⁾ The Plan's proportionate share of aggregate contributions may not match the actual contributions made by the employer during the measurement period. The Plan's proportionate share of aggregate contributions is based on the Plan's proportion of fiduciary net position as well as any additional side fund (or unfunded liability) contributions made by the employer during the measurement period.

YOLO COUNTY OFFICE OF EDUCATION
SCHEDULE OF PENSION CONTRIBUTIONS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

CalPERS	Fiscal Year 2014-15 ⁽¹⁾	Fiscal Year 2015-16 ⁽¹⁾	Fiscal Year 2016-17 ⁽¹⁾	Fiscal Year 2017-18 ⁽¹⁾	Fiscal Year 2018-19 ⁽¹⁾	Fiscal Year 2019-20 ⁽¹⁾	Fiscal Year 2020-21 ⁽¹⁾	Fiscal Year 2021-22 ⁽¹⁾
Contractually required contribution ⁽²⁾	\$ 614,539	\$ 658,675	\$ 756,757	\$ 928,467	\$ 1,037,309	\$ 1,325,088	\$ 1,899,267	\$ 1,574,181
Contributions in relation to the contractually required contribution ⁽²⁾	<u>(753,523)</u>	<u>(860,609)</u>	<u>(901,199)</u>	<u>(1,037,316)</u>	<u>(1,333,059)</u>	<u>(1,457,966)</u>	<u>(1,578,645)</u>	<u>(1,777,825)</u>
Contribution deficiency (excess)	<u>\$ (138,984)</u>	<u>\$ (201,934)</u>	<u>\$ (144,442)</u>	<u>\$ (108,849)</u>	<u>\$ (295,750)</u>	<u>\$ (132,878)</u>	<u>\$ 320,622</u>	<u>\$ (203,644)</u>
Covered payroll ⁽³⁾	\$ 5,220,788	\$ 5,559,846	\$ 5,448,999	\$ 5,978,153	\$ 5,743,046	\$ 6,719,172	\$ 9,175,203	\$ 6,871,152
Contributions as a percentage of covered payroll ⁽³⁾	11.771%	11.847%	13.888%	15.531%	18.062%	19.721%	20.700%	22.910%
STRS	Fiscal Year 2014-15 ⁽¹⁾	Fiscal Year 2015-16 ⁽¹⁾	Fiscal Year 2016-17 ⁽¹⁾	Fiscal Year 2017-18 ⁽¹⁾	Fiscal Year 2018-19 ⁽¹⁾	Fiscal Year 2019-20 ⁽¹⁾	Fiscal Year 2020-21 ⁽¹⁾	Fiscal Year 2021-22 ⁽¹⁾
Contractually required contribution ⁽²⁾	\$ 429,463	\$ 512,261	\$ 672,058	\$ 836,971	\$ 990,106	\$ 1,060,369	\$ 1,240,468	\$ 1,286,158
Contributions in relation to the contractually required contribution ⁽²⁾	<u>(512,653)</u>	<u>(658,838)</u>	<u>(713,644)</u>	<u>(996,286)</u>	<u>(1,093,329)</u>	<u>(1,154,120)</u>	<u>(1,122,119)</u>	<u>(1,258,351)</u>
Contribution deficiency (excess)	<u>\$ (83,190)</u>	<u>\$ (146,577)</u>	<u>\$ (41,586)</u>	<u>\$ (159,315)</u>	<u>\$ (103,223)</u>	<u>\$ (93,751)</u>	<u>\$ 118,349</u>	<u>\$ 27,807</u>
Covered payroll ⁽³⁾	\$ 4,836,295	\$ 4,774,101	\$ 5,342,273	\$ 5,800,215	\$ 6,081,732	\$ 6,200,988	\$ 7,680,916	\$ 7,601,407
Contributions as a percentage of covered payroll ⁽³⁾	8.880%	10.730%	12.580%	14.430%	16.280%	17.100%	16.150%	16.920%

⁽¹⁾ Historical information is required only for measurement periods for which GASB 68 is applicable.

⁽²⁾ Employers are assumed to make contributions equal to the contractually required contributions. However, some employers may choose to make additional contributions towards their side fund or their unfunded liability. Employer contributions for such plans exceed the contractually required contributions. CalPERS has determined that employer obligations referred to as "side funds" do not conform to the circumstances described in paragraph 120 of GASB 68, therefore are not considered separately financed specific liabilities.

⁽³⁾ Covered payroll is the payroll on which contributions to a pension plan are based.

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

1. PURPOSE OF SCHEDULES

A. Schedule of Revenues, Expenditures and Changes in Fund Balance – Budget (Non-GAAP) and Actual – County School Service Fund and Special Education Pass-Through Fund

The County employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the County School Service Fund and Special Education Pass-Through Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

B - Schedule of Changes in the County’s Net OPEB Liability and Related Ratios

GASB 75 requires presentation of the 10-year history of changes in the Net OPEB Liability. Fiscal year 2018 was the first year of implementation, therefore only five years are shown.

Changes in Assumptions

The investment rate of return changed from 2.2% to 2.16%.

The inflation rate changed from 2.63% to 2.5%.

Changes in Benefit Terms

There were no changes to benefits.

Actuarial cost method	Entry Age, Level Percent of Pay
Inflation	2.50% per year
Discount rate	2.16% based on the Bond Buyer 20 Bond Index
Trend	4.00% per year
Payroll increase	2.75% per year
Mortality	
Certificated	2020 CalSTRS Mortality
Classified	2017 CalPERS Active Mortality for Miscellaneous Employees and School Employees

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

1. PURPOSE OF SCHEDULES (CONTINUED)

C - Schedule of Proportionate Share of the Net Pension Liability

This schedule presents information on the County 's proportionate share of the net pension liability (NPL), the Plans' fiduciary net position and, when applicable, the State's proportionate share of the NPL associated with the County. In the future, as data becomes available, ten years of information will be presented.

Changes in Assumptions

There were no changes in the assumptions used in the calculation of both the PERS and STRS collective net pension liabilities.

Changes in Benefit Terms

There were no changes in benefit terms since the previous valuations for both CalPERS and CalSTRS.

Fiscal year 2015 was the first year of implementation, therefore only eight years are shown.

D - Schedule of Pension Contributions

If an employer's contributions to the plans are actuarially determined or based on statutory or contractual requirements, the employer's actuarially determined contribution to the pension plans (or, if applicable, its statutorily or contractually required contribution), the employer's actual contributions, the difference between the actual and actuarially determined contributions (or statutorily or contractually required), and a ratio of the actual contributions divided by covered-employee payroll. In the future, as data becomes available, ten years of information will be presented.

Fiscal year 2015 was the first year of implementation, therefore only eight years are shown.

	<u>CalPERS</u>	<u>STRS</u>
Valuation Date	June 30, 2020	June 30, 2020
Measurement Date	June 30, 2021	June 30, 2021
Actuarial Cost Method	Entry-Age Normal Cost	Entry-Age Normal Cost
Actuarial Assumptions		
Discount Rate	7.15%	7.10%
Inflation	2.50%	2.75%
Payroll Growth Rate	2.75%	3.50%
Projected Salary Increase	Varies by Entry Age and Service	Varies by Entry Age and Service
Investment Rate of Return ⁽¹⁾	7.15%	7.10%
Mortality	Derived using CalPERS' Membership Data for all Funds	Derived using STRS' Membership Data for all Funds

⁽¹⁾ Net of pension plan investment expenses, including inflation

SUPPLEMENTARY INFORMATION

YOLO COUNTY OFFICE OF EDUCATION

COMBINING BALANCE SHEET

NON-MAJOR FUNDS

JUNE 30, 2022

	Charter Schools Fund	Adult Education Fund	Child Development Fund	Cafeteria Fund	Capital Facilities Fund	Total
ASSETS						
Cash and cash equivalents	\$ 3,145	\$ 315,022	\$ 797,417	\$ 72,753	\$ 1,150,045	\$ 2,338,382
Receivables	-	36,785	648,334	-	-	685,119
Due from other funds	-	-	7,936	-	-	7,936
Total Assets	<u>\$ 3,145</u>	<u>\$ 351,807</u>	<u>\$ 1,453,687</u>	<u>\$ 72,753</u>	<u>\$ 1,150,045</u>	<u>\$ 3,031,437</u>
LIABILITIES AND FUND BALANCES						
Liabilities						
Accounts payable	\$ 3,145	\$ 6,783	\$ 450,187	\$ -	\$ -	\$ 460,115
Due to other funds	-	1,096	305,775	-	-	306,871
Unearned revenue	-	-	2,086	-	-	2,086
Total Liabilities	<u>3,145</u>	<u>7,879</u>	<u>758,048</u>	<u>-</u>	<u>-</u>	<u>769,072</u>
Fund balances						
Restricted	-	321,427	694,906	72,753	1,150,045	2,239,131
Assigned	-	22,501	733	-	-	23,234
Total Fund Balances	<u>-</u>	<u>343,928</u>	<u>695,639</u>	<u>72,753</u>	<u>1,150,045</u>	<u>2,262,365</u>
Total Liabilities and Fund Balances	<u>\$ 3,145</u>	<u>\$ 351,807</u>	<u>\$ 1,453,687</u>	<u>\$ 72,753</u>	<u>\$ 1,150,045</u>	<u>\$ 3,031,437</u>

YOLO COUNTY OFFICE OF EDUCATION

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

NON-MAJOR FUNDS

JUNE 30, 2022

	Charter Schools Fund	Adult Education Fund	Child Development Fund	Cafeteria Fund	Capital Facilities Fund	Total
REVENUES						
Federal revenue	\$ -	\$ -	\$ 525,927	\$ -	\$ -	\$ 525,927
Other state revenues	-	178	3,881,113	-	-	3,881,291
Other local revenues	-	248,763	4,757	453	578,035	832,008
Total revenues	-	248,941	4,411,797	453	578,035	5,239,226
EXPENDITURES						
Certificated salaries	-	1,643	1,509,574	-	-	1,511,217
Classified salaries	-	94,986	195,679	-	-	290,665
Employee benefits	-	43,021	780,162	-	-	823,183
Books and supplies	-	-	313,243	-	-	313,243
Services and other operating expenditures	-	97,702	753,631	-	1,310	852,643
Capital outlay	-	-	466,021	-	-	466,021
Other outgo	-	11,615	339,680	-	-	351,295
Debt service						
Principal retirement	-	-	-	-	200,000	200,000
Interest	-	-	-	-	178,744	178,744
Total expenditures	-	248,967	4,357,990	-	380,054	4,987,011
Excess (deficiency) of revenues over expenditures	-	(26)	53,807	453	197,981	252,215
OTHER FINANCING SOURCES (USES)						
Operating transfers in	-	-	87,141	-	-	87,141
Total other financing sources (uses)	-	-	87,141	-	-	87,141
Net change in fund balances	-	(26)	140,948	453	197,981	339,356
Fund balances, July 1, 2021	-	343,954	554,691	72,300	952,064	1,923,009
Fund balances, June 30, 2022	\$ -	\$ 343,928	\$ 695,639	\$ 72,753	\$ 1,150,045	\$ 2,262,365

YOLO COUNTY OFFICE OF EDUCATION

ORGANIZATION

JUNE 30, 2022

The Yolo County Office of Education was established in 1850 and provides supportive services to five school districts within Yolo County. There were no changes in the County boundaries during the current year.

The Yolo County Office of Education provides a wide range of services to the children, parents, and school districts of Yolo County from operating schools for children with disabilities to providing payroll, computing, and budgetary oversight services to K-12 school districts. The County operated the following schools during the year: two county community schools, a juvenile detention school, a charter school, a special education school with satellite classes on various school district campuses, and a preschool program that operates at nine facilities.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires November</u>
Melissa Moreno	President	2022
Tico Zendejas	Vice President	2024
Carol Souza Cole	Trustee	2022
Shelton Yip	Trustee	2022
Elizabeth Esquivel	Trustee	2022

ADMINISTRATION

Garth Lewis,
Superintendent

Maria Arviza-Espinoza,
Associate Superintendent, Educational Services

Crissy Huey,
Associate Superintendent, Administrative Services

YOLO COUNTY OFFICE OF EDUCATION
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	Second Period Report	Annual Report
Juvenile Halls, Homes and Camps		
Elementary	0.21	0.17
High School	3.13	3.03
Subtotals	3.34	3.20
 County Funded Non-Juvenile Court Schools ADA		
Probation Referred, On Probation or Parole, Expelled pursuant to EC 48915(a) or (c) [EC 2574(c)(4)(A)]		
Elementary	0.45	0.54
High School	18.38	18.28
Subtotals	18.83	18.82
 Total, County Program Alternative Education ADA	 22.17	 22.02

YOLO COUNTY OFFICE OF EDUCATION
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	Adopted Budget 2022/2023	Actuals 2021/2022	Actuals 2020/2021	Actuals 2019/2020
<u>County School Service Fund</u>				
Revenues and Other Financial Sources	\$ 34,389,351	\$ 28,664,128	\$ 25,607,045	\$ 23,682,698
Expenditures	34,055,673	26,551,385	24,949,433	24,149,561
Other Uses and Transfers Out	115,386	157,806	26,256	442,870
Total Outgo	34,171,059	26,709,191	24,975,689	24,592,431
Change in Fund Balance	218,292	1,954,937	631,356	(909,733)
Ending Fund Balance	<u>\$ 13,175,034</u>	<u>\$ 12,956,742</u>	<u>\$ 11,001,805</u>	<u>\$ 10,370,449</u>
Available Reserves	<u>\$ 1,025,499</u>	<u>\$ 749,499</u>	<u>\$ 749,498</u>	<u>\$ 725,913</u>
Reserve for Economic Uncertainties	<u>\$ 1,025,500</u>	<u>\$ 749,500</u>	<u>\$ 749,500</u>	<u>\$ -</u>
Unassigned Fund Balance	<u>\$ (1)</u>	<u>\$ (1)</u>	<u>\$ (2)</u>	<u>\$ 725,913</u>
Available Reserves as a Percentage of Total Outgo	3.0%	2.8%	3.0%	3.0%
<u>All Funds</u>				
Total Long-Term Debt	\$ 22,765,883	\$ 22,990,883	\$ 34,726,706	\$ 33,365,653
Actual Daily Attendance at Annual	17	22	71	71

The County School Service Fund balance has increased by \$1,676,560 over the past three years. The fiscal year 2022-23 budget projects an increase of \$218,292. For a county of this size, the state recommends available reserves of at least the greater of \$596,000 or 3% of total County School Service Fund expenditures, transfers out, and other uses (total outgo).

The County has incurred an operating deficit in one of the past three years, and anticipates an operating surplus during the 2022-23 fiscal year. Long-term debt has decreased by \$10,374,770 over the past two years.

Average daily attendance has decreased by 49 over the past two years. The County is anticipating an ADA decrease in 2022-23.

The Adopted Budget figures are as of September 2022.

The actual amounts reported in this schedule are for the County School Service Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Deferred Maintenance Fund and the Special Reserve Fund for Postemployment Benefits in accordance with the fund type definitions promulgated by GASB Statement No. 54.

YOLO COUNTY OFFICE OF EDUCATION

SCHEDULE OF CHARTER SCHOOLS

FOR THE FISCAL YEAR ENDED JUNE 30, 2022

<u>Charter School ID Number</u>	<u>Charter Schools Chartered by the County Office</u>	<u>Included in the County Office's Financial Statements, or Separate Report</u>
1746	Empowering Possibilities International Charter	Separate Report

YOLO COUNTY OFFICE OF EDUCATION
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT
WITH AUDITED FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

There were no adjustments made to any funds of the County.

YOLO COUNTY OFFICE OF EDUCATION
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

Assistance Listing Number	Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Pass-Through Entity Identifying Number	Federal Expenditures
<u>U.S. Department of Education</u>			
<i>Passed through California Department of Education</i>			
Special Education Cluster (IDEA)			
84.027	Special Education: IDEA Basic Local Assistance Entitlement, Part B, Section 611	13379	* \$ 5,396,993
84.173	Special Ed: IDEA Preschool Grants, Part B, Section 619 (Age 3-4-5)	13430	* 143,007
84.027A	Special Ed: IDEA Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611	15197	* 324,456
84.173A	Special Ed: IDEA Preschool Staff Development, Part B, Sec 619	13431	* 2,418
84.027	Special Ed: ARP IDEA Part B, Sec. 611, Local Assistance Entitlement	15638	* 397,126
84.173	Special Ed: ARP IDEA Part B, Sec. 619, Preschool Grants	15639	* 98,665
84.027A	Special Ed: IDEA Quality Assurance & Focused Monitoring	13693	* 20,000
84.027A	Special Ed: Alternative Dispute Resolution, Part B, Sec 611	13007	* 83,868
Subtotal Special Education Cluster			<u>6,466,533</u>
Title I Program Cluster			
84.010	ESEA (ESSA): Title I, Part A, Basic Grants Low-Income and Neglected	14329	123,786
84.010	ESEA (ESSA): Title I, Part D, Subpart 2, Local Delinquent Programs	14357	72,000
84.010	ESEA: ESSA School Improvement (CSI) Funding for LEAs	15438	70,660
84.010	ESEA: ESSA School Improvement (CSI) Funding for COEs	15439	27,912
Subtotal Title I Program Cluster			<u>294,358</u>
Education Stabilization Fund (ESF) Cluster			
84.425	Elementary and Secondary School Emergency Relief (ESSER) Fund	15536	* 73,591
84.425	Elementary and Secondary School Emergency Relief II (ESSER II) Fund	15547	* 336,569
84.425	Elementary and Secondary School Emergency Relief III (ESSER III) Fund	15559	* 178,260
84.425U	Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	10155	* 99,336
84.425C	Governor's Emergency Education Relief Fund: Learning Loss Mitigation	15517	* 17,840
84.425	Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve	15618	* 64,095
84.425	Expanded Learning Opportunities (ELO) Grant: GEER II	15619	* 14,710
84.425	Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Emergency Needs	15620	* 41,782
84.425	Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Learning Loss	15621	* 52,324
84.425	American Rescue Plan-Homeless Children and Youth (ARP - Homeless I)	15564	* 16,257
Subtotal Education Stabilization Fund (ESF) Cluster			<u>894,764</u>
84.181	Special Ed: IDEA Early Intervention Grants, Part C	23761	81,048
84.367	ESEA (ESSA): Title II, Part A, Supporting Effective Instruction Local Grants	14341	4,818
84.365	ESEA (ESSA): Title III, English Learner Student Program	14346	4,914
84.196	ESEA (ESSA): Education for Homeless Children and Youth Subtitle VII-B McKinney-Vento Act	14332	126,301
Total U.S. Department of Education			<u>7,872,736</u>

Continued on the following page.

YOLO COUNTY OFFICE OF EDUCATION
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

Assistance Listing Number	Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Pass- Through Entity Identifying Number	Federal Expenditures
<i>Continued from the previous page.</i>			
<u>U.S. Department of Health and Human Services</u>			
<i>Passed through California Department of Education</i>			
CCDF Program:			
93.596	Child Development: Federal Child Care, Center-based	13609	212,109
93.575	Child Development: Quality Improvement Activities	14130, 14092	133,949
93.575	Child Development: Federal Local Planning Councils	13946	50,249
	Subtotal CCDF Program Cluster		<u>396,307</u>
93.600	Head Start	10016	<u>4,717,461</u>
<i>Passed through California Department of Social Services</i>			
93.575	General Child Care and Development	14551	<u>1,078</u>
	Total U.S. Department of Health and Human Services		<u>5,114,846</u>
	Total Federal Programs		<u><u>\$ 12,987,582</u></u>

* Tested as major programs

Of the Federal expenditures reported in the schedule, the County Office of Education provided federal awards to subrecipients as follows:

<u>Program Title</u>	<u>Assistance Listing Number</u>	<u>Amount Provided to Subrecipients</u>
Special Education Cluster (IDEA)		
Special Education: IDEA Basic Local Assistance Entitlement, Part B, Section 611	84.027	\$ 5,396,993
Special Ed: IDEA Preschool Grants, Part B, Section 619 (Age 3-4-5)	84.173	143,007
Special Ed: IDEA Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611	84.027A	324,456
Special Ed: IDEA Preschool Staff Development, Part B, Sec 619	84.173A	2,418
Special Ed: ARP IDEA Part B, Sec. 611, Local Assistance Entitlement	84.027	397,126
Special Ed: ARP IDEA Part B, Sec. 619, Preschool Grants	84.173	98,665
Special Ed: IDEA Quality Assurance & Focused Monitoring	84.027A	<u>20,000</u>
Total		<u><u>\$ 6,382,665</u></u>

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO SUPPLEMENTARY INFORMATION
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

1. PURPOSE OF SCHEDULES

A. Schedule Of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the County. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to local education agencies. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

B. Schedule of Financial Trends and Analysis

This schedule discloses the County's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the County's ability to continue as a going concern for a reasonable period of time.

C. Schedule of Charter Schools

This schedule lists all charter schools chartered by the County, and displays information for each charter school and whether or not the charter is included in the County audit.

D. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual financial report to the audited financial statements.

E. Schedule of Expenditures of Federal Awards

The schedule of expenditures of Federal awards includes the Federal grant activity of the County and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the April 2022 Edition of the Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements. The County did not elect to use the ten percent de minimis indirect cost rate.

YOLO COUNTY OFFICE OF EDUCATION
NOTES TO SUPPLEMENTARY INFORMATION
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

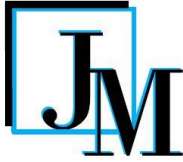
1. PURPOSE OF SCHEDULES (CONTINUED)

E. Schedule of Expenditures of Federal Awards (continued)

The following schedule provides a reconciliation between revenues reported on the Statement of Revenues, Expenditures and Changes in Fund Balances, and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amount consists of the fair value of federal food commodities received from the California Department of Education as a pass-through grant from the U.S. Department of Agriculture that are not reflected in the financial statements.

	Assistance Listing Number	Amount
Total Federal Revenues From the Statement of Revenues, Expenditures, and Changes in Fund Balance		\$ 13,194,103
Reconciling items		
Head Start	93.600	(70,330)
General Child Care and Development	93.575	(20,250)
General Child Care and Development	93.575	(3,141)
Child Development: ARP California State Preschool Program One-time Stipend	93.575	(112,800)
Total Schedule of Expenditures of Federal Awards		\$ 12,987,582

OTHER INDEPENDENT AUDITOR'S REPORTS



James Marta & Company LLP

Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
WITH STATE LAWS AND REGULATIONS**

Board of Education
Yolo County Office of Education
Woodland, California

Report on Compliance for Each State Program

We have audited the compliance of Yolo County Office of Education (the “County”) with the types of compliance requirements described in the State of California’s 2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting (the “Audit Guide”) to the state laws and regulations listed below for the year ended June 30, 2022.

Management’s Responsibility

Management is responsible for compliance with the requirements of state laws and regulations.

Auditor’s Responsibility

Our responsibility is to express an opinion on the County’s compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the 2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the state laws and regulations listed below occurred. An audit includes examining, on a test basis, evidence about the County’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the County’s compliance with those requirements.

Local Education Agencies Other Than Charter Schools

Description	Procedures Performed
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	No, see below
Independent Study	Yes
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	No, see below

Local Education Agencies Other Than Charter Schools

Description	Procedures Performed
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	Yes
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	Yes
District of Choice	No, see below

School Districts, County Offices of Education, and Charter Schools

Description	Procedures Performed
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	No, see below
Immunizations	No, see below
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Yes
In-Person Instruction Grant	Yes

Charter Schools

Description	Procedures Performed
Attendance	No, see below
Mode of Instruction	No, see below
Nonclassroom-Based Instruction/Independent Study	No, see below
Determination of Funding for Nonclassroom-Based Instruction	No, see below
Annual Instructional Minutes - Classroom Based	No, see below
Charter School Facility Grant Program	No, see below

We did not perform any procedures related to Kindergarten Continuance because there were no repeating kindergarten students.

We did not perform any procedures related to Instructional Time, Ratio of Administrative Employees to Teachers, Classroom Teacher Salaries, Middle or Early College High Schools, K-3 Grade Span Adjustment, and District of Choice because these compliance requirements do not apply to County Offices of Education.

We did not perform any procedures related to Continuation Education, Early Retirement Incentive, Apprenticeship: Related and Supplemental Instruction, After/Before School Education and Safety Program, and Independent Study-Course Based because the County did not offer these programs.

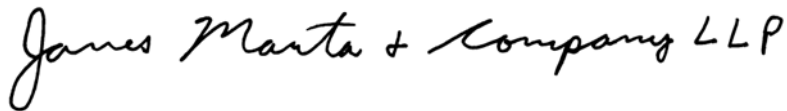
We did not perform any procedures related to Transportation Maintenance of Effort as the County did not have any transportation expenditures in the 2012-13 fiscal year.

We did not perform any procedures related to Immunizations as no schools reported with the County were on the lists of schools required for testing.

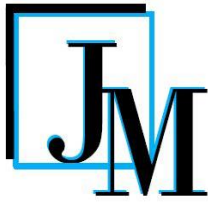
We did not perform any procedures related to Charter Schools Attendance, Mode of Instruction, Nonclassroom-Based Instruction/Independent Study, Determination of Funding for Nonclassroom-Based Instruction, Annual Instructional Minutes - Classroom Based, and Charter School Facility Grant Program because the County's charter schools reported independently.

Opinion on Compliance with State Laws and Regulations

In our opinion, Yolo County Office of Education complied, in all material respects, with the state laws and regulations referred to above for the year ended June 30, 2022.

A handwritten signature in black ink that reads "James Marta & Company LLP". The signature is written in a cursive, flowing style.

James Marta & Company LLP
Certified Public Accountants
Sacramento, California
December 6, 2022



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Consulting and Tax

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH GOVERNMENT AUDITING STANDARDS**

INDEPENDENT AUDITOR'S REPORT

Board of Education
Yolo County Office of Education
Woodland, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Yolo County Office of Education (the "County"), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the County's basic financial statements, and have issued our report thereon dated December 6, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered County's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of County's internal control. Accordingly, we do not express an opinion on the effectiveness of the County's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

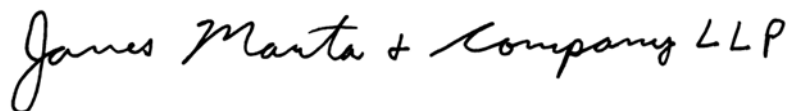
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

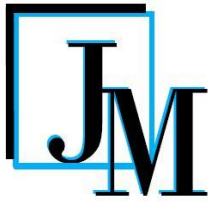
As part of obtaining reasonable assurance about whether the County's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "James Marta & Company LLP". The signature is written in a cursive, flowing style.

James Marta & Company LLP
Certified Public Accountants
Sacramento, California
December 6, 2022



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Consulting and Tax

**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM
AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY THE UNIFORM GUIDANCE**

INDEPENDENT AUDITOR'S REPORT

Board of Education
Yolo County Office of Education
Woodland, California

Report on Compliance for Each Major Federal Program

We have audited Yolo County Office of Education's (the "County") compliance with the types of compliance requirements described in the April 2022 Edition of the *OMB Compliance Supplement* that could have a direct and material effect on each of the County's major federal programs for the year ended June 30, 2022. The County's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the County's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of the April 2022 Edition of the Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards (Uniform Guidance), *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the County's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the County's compliance.

Opinion on Each Major Federal Program

In our opinion, the County complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Internal Control Over Compliance

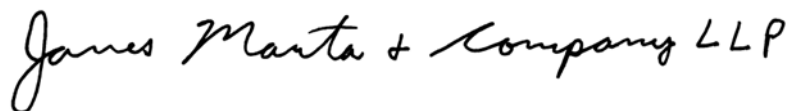
Management of the County is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the County's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the County's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



James Marta & Company LLP
Certified Public Accountants
Sacramento, California
December 6, 2022

FINDINGS AND RECOMMENDATIONS

YOLO COUNTY OFFICE OF EDUCATION
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

Section I – Summary of Audit Results

Financial Statements

Type of auditor’s report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified?	_____	Yes	_____ <u>X</u> _____	No
Significant deficiency(ies) identified?	_____	Yes	_____ <u>X</u> _____	None reported

Noncompliance material to financial statements noted? _____ Yes X No

Federal Awards

Internal control over major programs:

Material weakness(es) identified?	_____	Yes	_____ <u>X</u> _____	No
Significant deficiency(ies) identified?	_____	Yes	_____ <u>X</u> _____	None reported

Type of auditor’s report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance, Section 200.516(a)? _____ Yes X No

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.027, 84.173, 84.027A, 84.173A 84.825, 84.825	Special Education Cluster Education Stabilization Fund

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? _____ X Yes _____ No

State Awards

Internal control over state programs:

Material weakness(es) identified?	_____	Yes	_____ <u>X</u> _____	No
Significant deficiency(ies) identified?	_____	Yes	_____ <u>X</u> _____	None reported

Type of auditor’s report issued on compliance for state programs: Unmodified

YOLO COUNTY OFFICE OF EDUCATION
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

Section II – Financial Statement Findings

No matters were reported.

YOLO COUNTY OFFICE OF EDUCATION
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

Section III – Federal Award Findings and Questioned Costs

No matters were reported.

YOLO COUNTY OFFICE OF EDUCATION
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

Section IV – State Award Findings and Questioned Costs

No matters were reported.

YOLO COUNTY OFFICE OF EDUCATION
STATUS OF PRIOR YEAR RECOMMENDATIONS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

No matters were reported.

Notice of Public Meeting

**YOLO COUNTY OFFICE OF EDUCATION
HEAD START/EARLY HEAD START/STATE FUNDED PROGRAMS
SPECIAL POLICY COUNCIL MEETING AGENDA
January 5, 2023, from 11 a.m. to 12 p.m.
1280 Santa Anita Court Suite 140 Woodland, CA 95776**

1.0 Call to Order –

Action 2.0 Introductions/Recognition of Visitors –

Action 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.

3.1 Approval – Resolution #21-22/49

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 5, 2023, Agenda

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

En cumplimiento con las reglas de la Ley Brown, esta agenda fue legalmente publicada a más tardar 48 horas antes de la junta en los siguientes lugares: Calle Santa Anita # 1280, Suite 140 en Woodland, CA 95776; Avenida W Lincoln # 626, Woodland, CA 95695; Avenida Lemen # 1230 ½, Woodland, CA 95776; Calle Grafton # 26479 en Esparto, CA 95627; en el 1200 Calle Anna, West Sacramento, CA 95605; Calle E. 8 # 1400, Salón 6, Davis, CA 95616 y Calle Fallbrook # 1504, West Sacramento, CA 95691.

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, Executive Director HR

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

10.0 Confirmation Next Meeting Date

**Regular Meeting- Thursday, January 26, 2023, at 9:30am*

M1: M2:

Action

11.0 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]**

Notice of Public Meeting

**YOLO COUNTY OFFICE OF EDUCATION
HEAD START/EARLY HEAD START/STATE FUNDED PROGRAMS
POLICY COUNCIL MEETING AGENDA
January 26, 2023, from 9:30 a.m. to 10:30 a.m.
1280 Santa Anita Court Suite 140 Woodland, CA 95776**

1.0 Call to Order –

Action 2.0 Introductions/Recognition of Visitors –

Action 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.

3.1 Approval – Resolution #21-22/49

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 26, 2023, Agenda

M1: M2:

3.3 Approval – November 17, 2022, 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, Executive Director HR

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, Director IFS

6.1 Monthly Financial Report

6.2 Monthly Financial Report Carry Over

6.3 2021-2022 YCOE Audit Report

**Information,
Discussion &
Possible Action**

7.0 Open Session:

7.1 Old Business:

7.2 New Business:

7.2.1 Selection Criteria and Eligibility – Nicole Castrejon

M1: M2:

7.2.2 Hybrid meeting update – Shannon McClarin

Information **8.0 Program Operations: Service Area Reports-** Jackie Tam, Site Coordinator

Discussion **9.0 Program Reports – Shannon McClarin,** Director ECE/HS/EHS

- 9.1 Community Updates- Community Members
- 9.2 Alyce Norman EHS & HS Representative
- 9.3 Esparto Center HS Representative
- 9.4 Home Base EHS Representative
- 9.5 Greengate Center HS Representative
- 9.6 Lemen Center EHS Representative
- 9.7 Marguerite Montgomery EHS & HS Representative
- 9.8 Plainfield Center HS Representative
- 9.9 Prairie Center HS Representative
- 9.10 Wolfskill Center HS Representative
- 9.11 Woodland Central Center HS Representative

Information **10.0 Confirmation Next Meeting Date**

**Regular Meeting-* Thursday, February 23, 2023, at 9:30am

M1: **M2:**

Action **11.0 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]

Notice of Public Meeting

YOLO COUNTY CHILD CARE PLANNING COUNCIL

Tuesday, February 7th, 2023, 9-10:30am

Join Zoom Meeting:

<https://ycoe.zoom.us/j/5306683756?pwd=VGZxUmxd3VGbml3VWNRVW5XY0lpZz09>

Meeting ID: 530 668 3756

Passcode: ecezoom!

This meeting is being agendized to allow members, staff and the public to participate in a hybrid meeting via in-person and teleconference, pursuant to Government Code section 54953(e)(1)(as amended by Assembly Bill 361) to allow virtual board meetings through January 1, 2024. If you are participating by Zoom please use chat for public comment during the meeting.

*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	3 min	
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 01-03-2023	Justine Jimenez	Action	3 min	
5	Opportunity for members to state conflict and recusal	Justine Jimenez	Administrative	3 min	Please take this opportunity to review all agenda items and identify any potential conflict of interest
6	Outreach for vacancies/Consumer representation on LPC/Meeting time	All	Discussion/Action	28 min	With new requirement to meet in person once again, when shall we meet in order to ensure participation of all members AND both provider and consumer representatives participation
7	Use of Valley Vision for Needs Assessment Refresh	All	Action	8 min	Follow up from discussion item in January meeting
8	Advocacy needs/process	All	Discussion	18 min	Discussion of childcare needs and concerns and what process the LPC can and should take to bring these matters to local or state entities.
9	UPK Mixed Delivery Grant Update	Shannon McClarin	Information	8	
10	Member Updates	All	Information	14 min	Members should share relevant information, upcoming training or events, and report out about any participation in events or meetings attended as a representative of the LPC

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

Shannon.McClarin@ycoe.org

I declare under penalty of perjury that the foregoing agenda was posted by February 2, 2023 on the bulletin board at the east entrance of the Erwin Meier Administration Center, 625 Court Street, Woodland, CA

**HEAD START/EARLY HEAD START
POLICY COUNCIL MEETING MINUTES
November 17, 2022, at 9:30 am - 10:30 am
1280 Santa Anita Court Suite 140 Woodland CA 95776**

This meeting was conducted via Zoom and conference call in. A public location was provided at the Yolo County Office of Education for public to attend and comment as needed.

Council Members Present:

Kati Ojeda
Ma. Guadalupe Ibarra
Alysia Damián
Lorena Rico-Vargas
Christian Gabriel

YCOE Staff:

Marco Raya, Interpreter
Maria Cardenas, Administrative Sec.
Silvia Meza-Lara, Site Coordinator
Sonya Martinez, Sr. Bus. Service Tech.
Claudia Grimaldi, Accountant

YCOE Administration:

Garth Lewis, Superintendent
Margie Valenzuela, Executive Director of
Human Resources
Shannon McClarin, ECE Director

AFSCME Council 57:

None

Community Members Present:

None

Action

1.0 Call to Order – 9:38 A.M.

2.0 Introductions/Recognition of Visitors –

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 – Resolution #21-22/49

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: Kati Ojeda

M2: Maria Ibarra

3.2 Approval – January 26, 2023, Agenda

M1: Kati Ojeda

M2: Maria Ibarra

3.3 Approval- November 17, 2022, Minutes

M1: Maria Ibarra

M2: Kati Ojeda

Action

4.0 Public Comment: None

This is 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: Kati Ojeda

M2: Lorena Rico-Vargas

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 & Sonya Martinez

6.1 Monthly Financial Report

Sonya reported on the financials for the month of October 2022.

Discussion &
Possible Action

7.0 Open Session:

7.1 Old Business: None

7.2 New Business:

7.2.1 2023-2027 Head Start / Early Head Start Grant Goals

Shannon shared that we are in our 5-year cycle of the grant. Also explained to the families the differences and similarities of TK transition vs preschool vs kindergarten.

7.2.2 Update on Promotion Ceremony

Silvia went over some pointers on Open House celebration achievements coming up in May 2023. There will be a project display, sing along songs from kids, decorate frame station, picture stand with props, meal bags "picnic" take home. Due to COVID guidelines parents are not allowed in the classroom yet.

Information 8.0 Program Operations: Service Area Reports- Silvia Meza-Lara, Site Coordinator

- 8.1 Family Support Services – Nicole Castrejon – None
- 8.2 Child Health Services – Gustavo Melgoza – None
- 8.3 Education Services/Special Services – None
- 8.4 Nutrition Services – None
- 8.5 Site Coordinator/Home Base – Connie Luna – None
- 8.6 Site Coordinator – Jacqueline Tam – None
- 8.7 Site Coordinator – Sandra Hernandez – None
- 8.8 Site Coordinator – Silvia Meza-Lara

Discussion 9.0 Program Reports – Shannon McClarin, Director of ECE Department

9.1 Community Updates- Community Members- None

9.1.2 Alyce Norman EHS & HS Representative- None

9.1.3 Esparto Center HS Representative-

Kati Ojeda expressed how excited she is about the fashion show project.

9.1.4 Home Base EHS Representative-

Shannon updated group that Homebase does have a similar curriculum for “clothing” that would be an EHS version of the Fashion Show done by Preschool age classrooms.

9.1.5 Greengate Center HS Representative-

Alysia Damian shared how she enjoyed seeing the creativity of the children particularly a child dressed as a truck.

9.1.6 Lemen Center EHS Representative-

Maria Ibarra asked about the site doing a Fashion Show and was given information to her that it may look different because they are EHS. She was advice to speak to the teacher Araceli about their curriculum on “clothing”.

9.1.7 Marguerite Montgomery EHS & HS Representative-None

9.1.8 Plainfield Center HS Representative -

9.1.9 Prairie Center HS Representative-

9.1.10 Wolfskill Center HS Representative-None

9.1.11 Woodland Central Center –
Lorena Vargas Rico shared that her child is enjoying the fashion show project. Lorena also inquired about the project of the playground at WCC and was informed that it is still being worked on hoping to have it installed by summer 2023.

10.0 Confirmation Next Meeting Date: *January 26, 2023, at 9:30 AM*

M1: Kati Ojeda M2: Maria Ibarra

Action 11.0 Motion for Adjournment: 10:32 A.M.

M1: Kati Ojeda M2: Maria Ibarra

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**

Draft Minutes for Approval

YOLO COUNTY CHILD CARE PLANNING COUNCIL

Tuesday, January 3, 2023, 9:00 AM-10:30AM

This meeting was agendized to allow members, staff and the public to participate in a hybrid meeting via in-person and teleconference, pursuant to Government Code section 54953(e)(1)(as amended by Assembly Bill 361) to allow virtual board meetings through January 1, 2024. Those participating by Zoom used chat for public comment during the meeting.

<p style="text-align: center;"><u>Members in Attendance:</u></p> <p style="text-align: center;">Lynn Arner Gina Daleiden Justine Jimenez Cindy Flores Tanya Kiz Maria Lewis Fawn Montagna Kim Relph-Smith Kari Roberts Brenda DiGregorio Sue Lomax Tico Zendejas</p>	<p style="text-align: center;"><u>Members Not Present:</u></p> <p style="text-align: center;">Elizabeth Hansen Rahele Atabaki</p> <p style="text-align: center; margin-top: 20px;"><u>Guests:</u> Kelly Twibell, UCDavis</p> <p style="text-align: center; margin-top: 20px;"><u>Staff:</u> Shannon McClarin Kathleen Glassman</p>
---	---

Item	Time
1. Call to Order and Introductions/Roll Call	
Call to order at 9:04 am Guests: Kelly Twibell, UCD Davis	
2. Public Comment- None	
3. Approve resolution for AB361 for meeting remotely:	
1) Kari Roberts 2) Maria Lewis Motion carried with unanimous Vote	
4. Consent Agenda	
Consent- Approve 01-03-2023 Agenda Consent-Approve 12-06-2022 Minutes 1) Kari Roberts 2) Kim Relph-smith Motion carried with unanimous Vote	
5. Opportunity for members to state conflict and recusal: None	

Justine Jimenez reviewed what was covered in the January 3rd meeting. The LPC needs to determine what should be the LPC's primary focus, goals and action steps for the 5-year Strategic plan. Discussion was held regarding the relevance, guidelines and resources needed for the comprehensive plan. It was determined to use various resources available to the LPC such as the Yolo County Roadmap asset mapping, partner with YCOE on the Yolo County Needs Assessment underway by Valley Vision Research and use the Head Start 2023 Community Needs Assessment. A meeting will be scheduled with Valley Vision and YCOE to collaborate on the needs assessment update for the LPC. Consultant fees and a timeline will be brought back to the LPC for approval. Examples of other LPC's 5-year strategic plans will be sent to the members for review. Approval for action to move forward with the needs assessment update and the 5-year strategic plan.

- 1) Kari Roberts
- 2) 2) Sue Lomax

Motion carried with unanimous vote.

7. Coordination of Funding and Grants for Childcare Providers in Yolo County

Shannon McClarin reported that we are still waiting for the RFA to be issued for the UPK Mixed Delivery Grant. It is tentatively scheduled to be released in February. This is a coordinated plan for Universal Preschool in California. Each School District has completed a coordinated plan for Universal TK with this as part of the goal. Those will be incorporated in the UPK Mixed Delivery Plan, as well as involving Family Child Care and private centers. Shannon reminded members that the LPC has the first right of refusal and submitted the letter of intent to apply which was approved at the October meeting. YCOE and CHS have agreed to partner on the grant. The first charge for the LPC is to develop the Yolo County UPK Mixed Delivery Plan which is due June 30, 2023, and presented to the BOE. This will continue to be a standing item on the agenda.

To identify the multiple funding streams for the early learning and care community in Yolo County, we will prepare a list compiled from First 5 Yolo, Children's Home Society and YCOE. This item will be moved to the next agenda due to the lack of time.

8. Brown Act Requirements/Meeting Time/Dates and Length of Meetings

We will need to be meeting in person beginning in February. We can have members attend remotely, but we need to have a quorum of 8 in person. The travel and back to back meetings make it difficult for members to attend in person. In the past we rotated the location so that we could make it more accessible to the public. Our bylaws allow for attending virtually three times per year. Kim Relph-Smith asked what the legal interpretation is for attending virtually and if that counts for a quorum. Fawn Montagna brought up that we also have evenings meetings that providers may not be able to attend in person at 6pm at night. Justine Jimenez noted that we were supposed to meet in the evening this month. Shannon McClarin suggested meeting in West Sacramento so that Justine Jimenez can attend her meeting after.

Upcoming meetings:

February 7th will be our next meeting (possibly in person in West Sacramento).

Second Thursday in March will be our next Evening meeting. March 9th at 6pm.

8) Member Updates:

First5Yolo: Fawn reported that First5Yolo and CHS have awarded 120 Infrastructure and recovery grants with 70% infrastructure and 30% recovery. This means that more childcare slots and jobs are being secured. They are in their third round now.

CHS: Cindy reported that CHS does not have much PPE left, only gloves, tissues and kids masks. Test kits for small FCCs or FFN are also available. CHS is checking with the state to see if test kits can be given out to large FCCs or centers.

YCOE: Shannon gave the following link to register for Early Childhood Policy Council meetings.

<https://www.chhs.ca.gov/home/committees/early-childhood-policy-council/>

City of West Sacramento Home Run: City of West Sacramento had a celebration for Early Learning. The event focused on celebrating Family Child Care who were intentionally included from the beginning of the program. There was a great turnout and Cecilia Aguillar Curry, Jackie Wong and the mayor were all in attendance. Justine will send the link to the video that was created for the event.

11. Meeting Adjourned 10:27am

1) Kari Roberts

2) Cindy Flores

Motion passed unanimously

7. 2. Attendance Reports

Description

Attendance reporting for YCOE's Alternative Education Programs.

Recommendation

Heather Schlaman will present the Attendance Reports for:

Dan Jacobs

Cesar Chavez Community School - Woodland

Yolo County Career Program (YCCP)

Chavez Extension Program

Supporting Documents



Data for Board February 2023

Contact Person

Heather Schlaman, Interim Principal, Cesar Chavez Community School will present this item.

ATTENDANCE REPORTS

Dan Jacobs

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



Program Enrollment

	Dan Jacobs	Cesar Chavez	YCCP	Chavez Extension Program
Enrollment				
Program Notes:	Duration (days): 1. 120+: 0 2. 30+: 0 3. 15+: 1 4. 5+: 1 • 2 New Enrollments	In-person instruction: 13 Independent Study: 13 • 2 New Enrollments	In-person instruction: 8 Independent Study: 0 • 0 New Enrollments	In-person instruction: 0 Independent Study: 13 • 2 New Enrollments

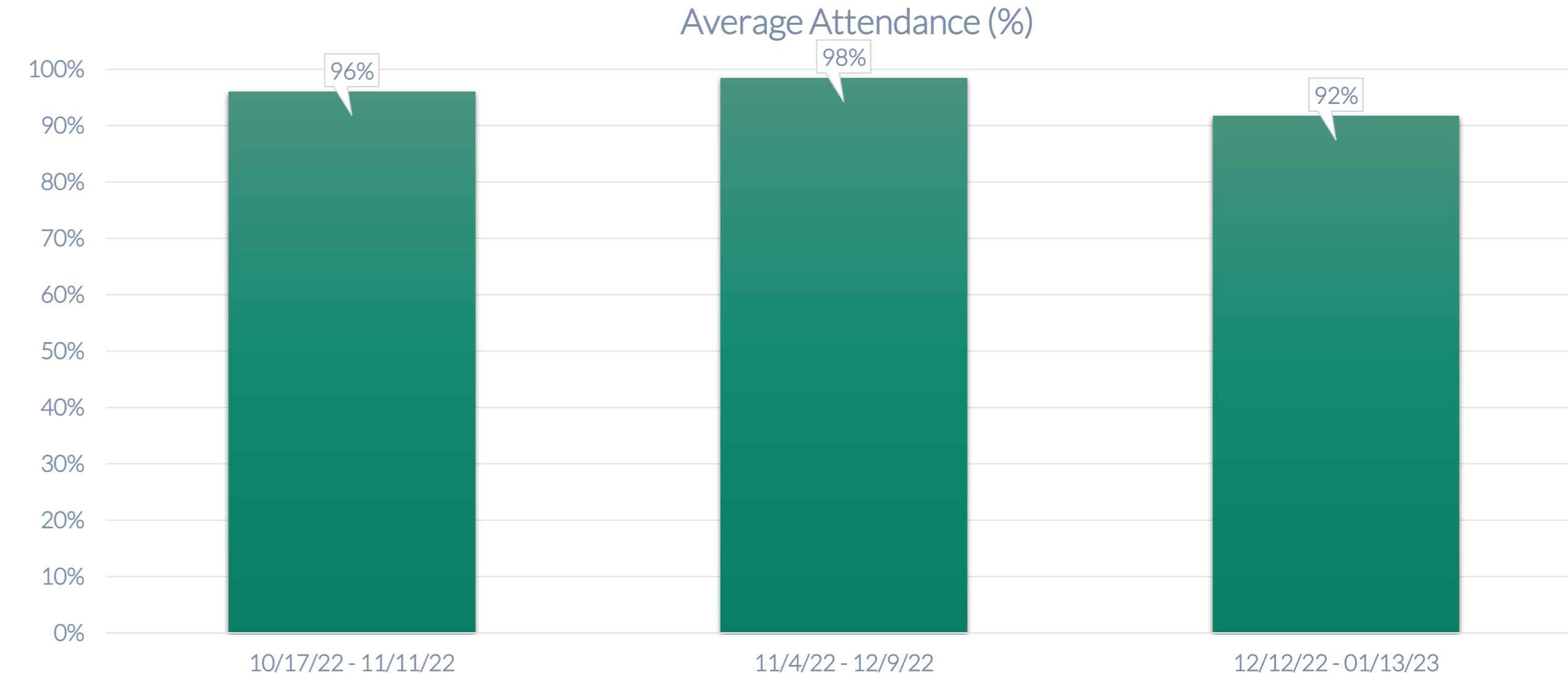
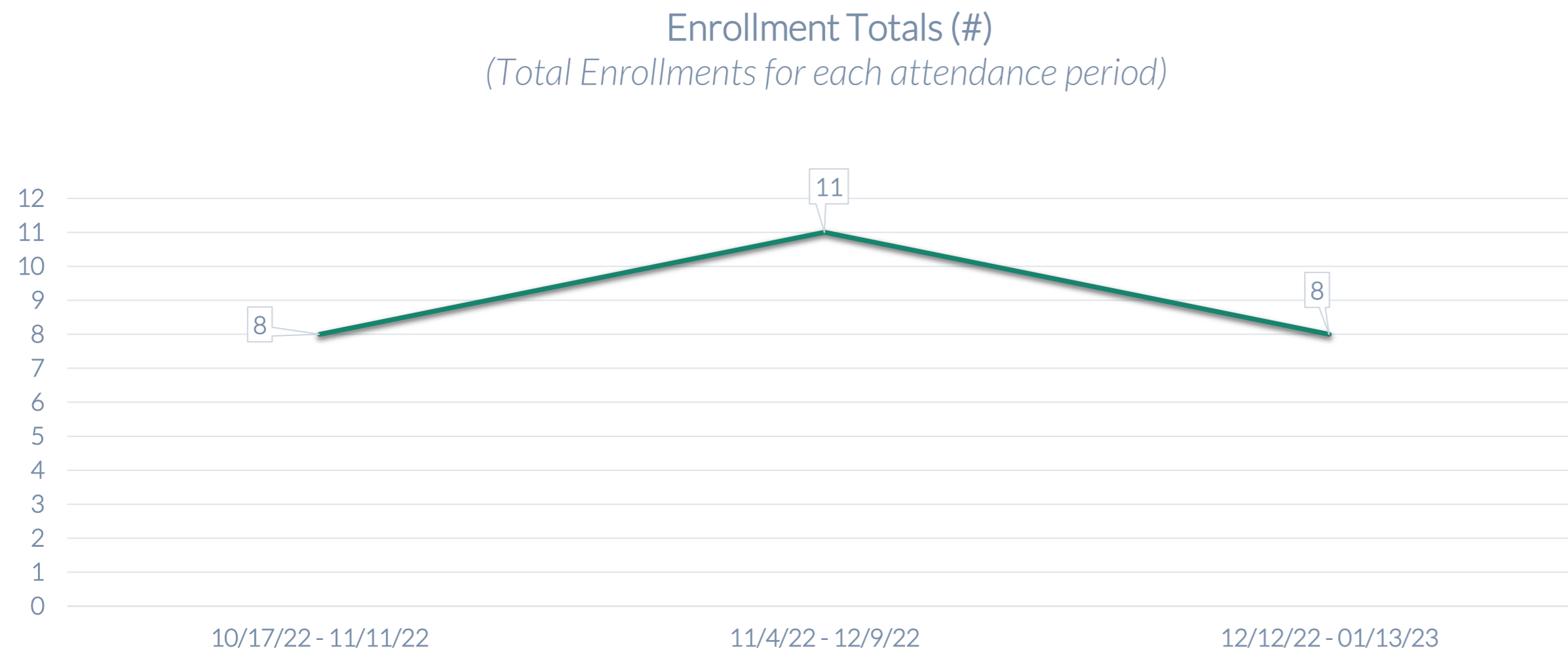
Attendance Update: 2/6/2023



Dan Jacobs School

Months 5-7 (2022-2023)

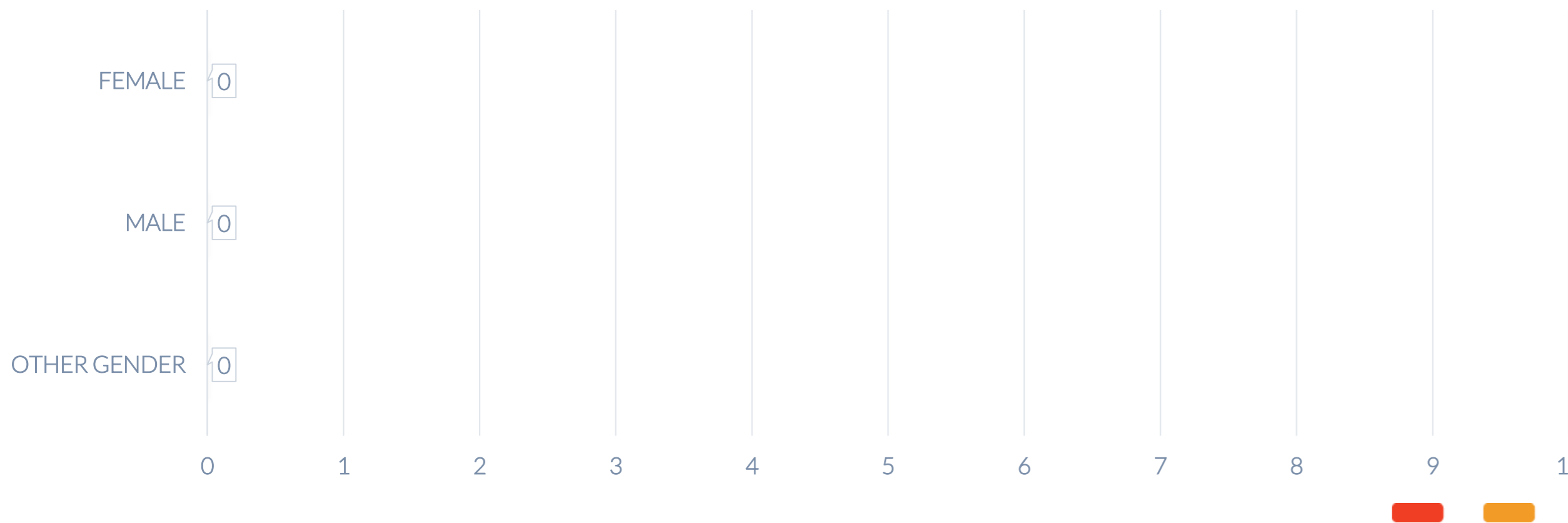
Attendance Period: 10/17/2022 - 01/13/2023



Gender

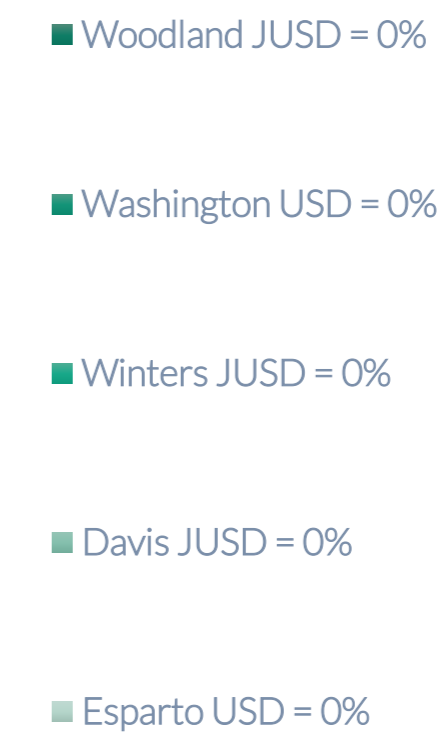
Attendance Period: 12/12/2022 - 01/13/2023

(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period).



School District of Residence

(Data is based on ending enrollment for the attendance month)



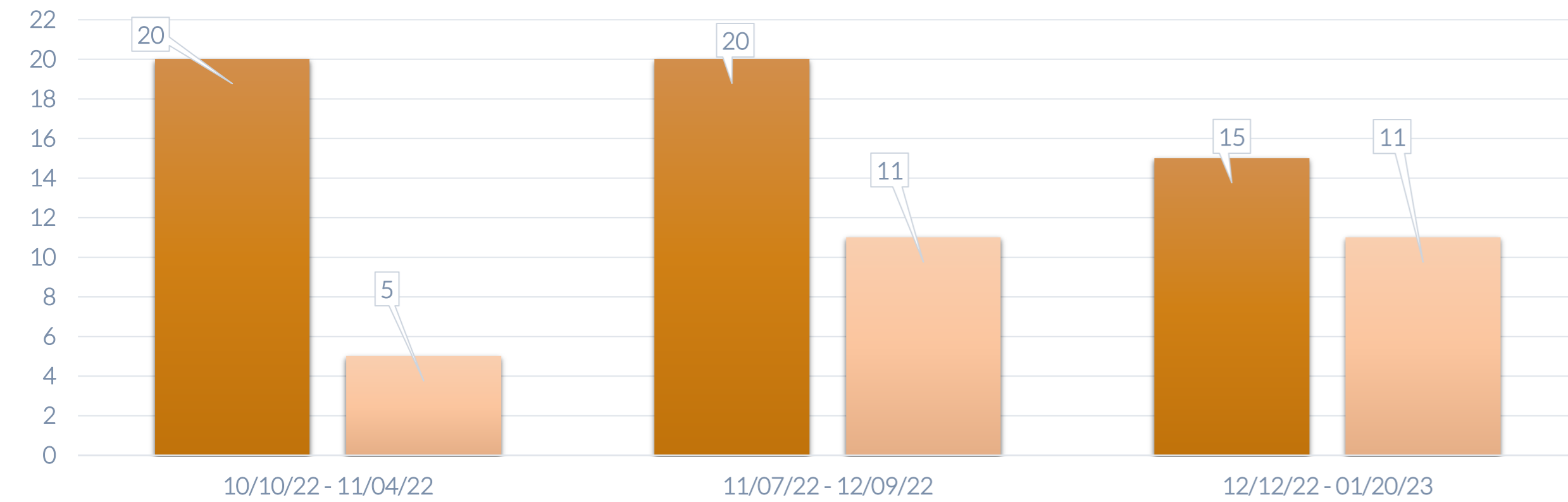
Cesar Chavez Community School - Woodland

Month 3-5 (2022-2023)

Attendance Period: 10/10/2022 - 01/20/2023

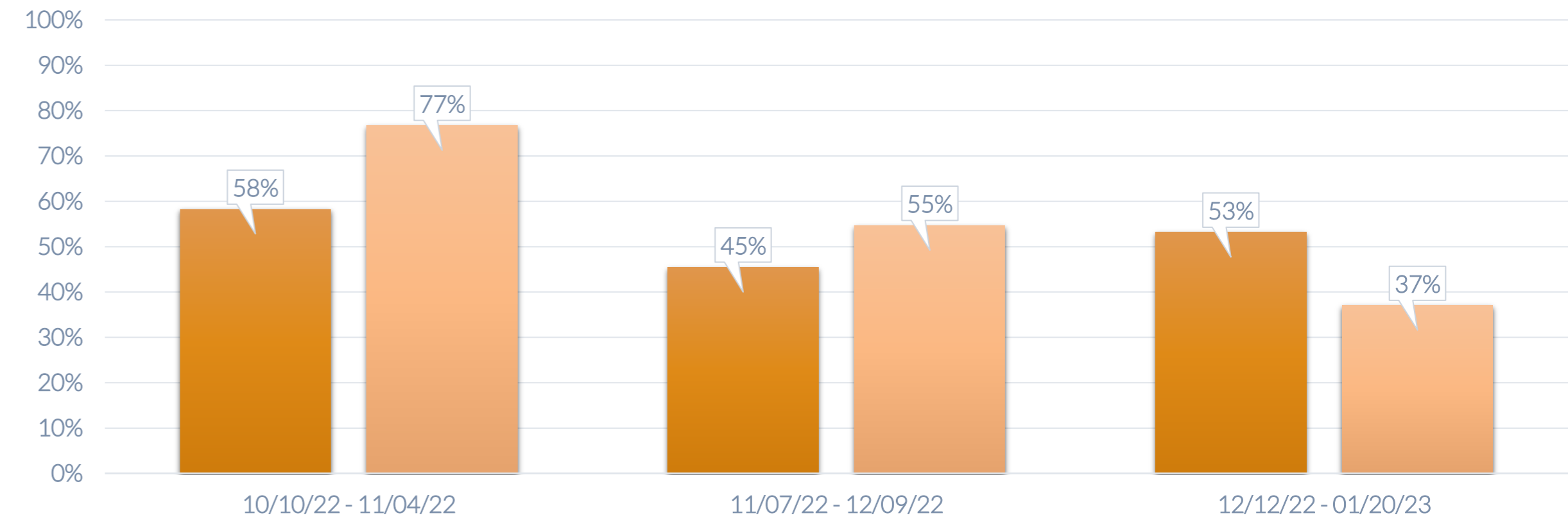
Enrollment Totals (#)
(Total Enrollments for each attendance period)

Classroom
Independent Study



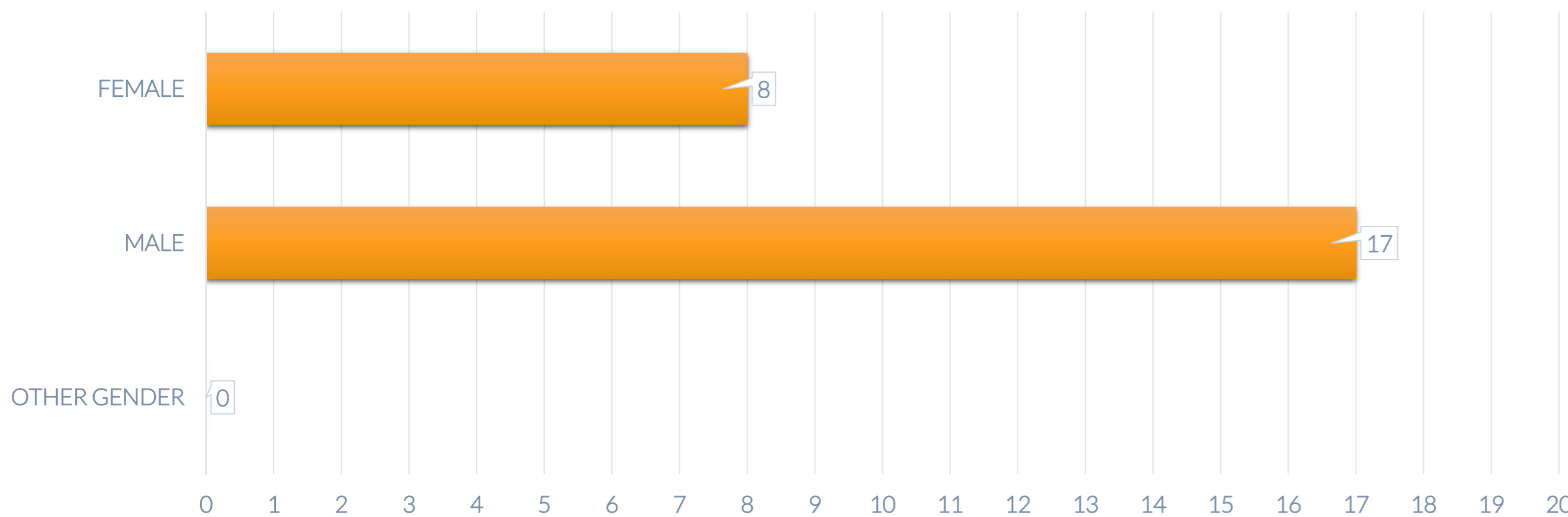
Average Attendance (%)

Classroom
Independent Study

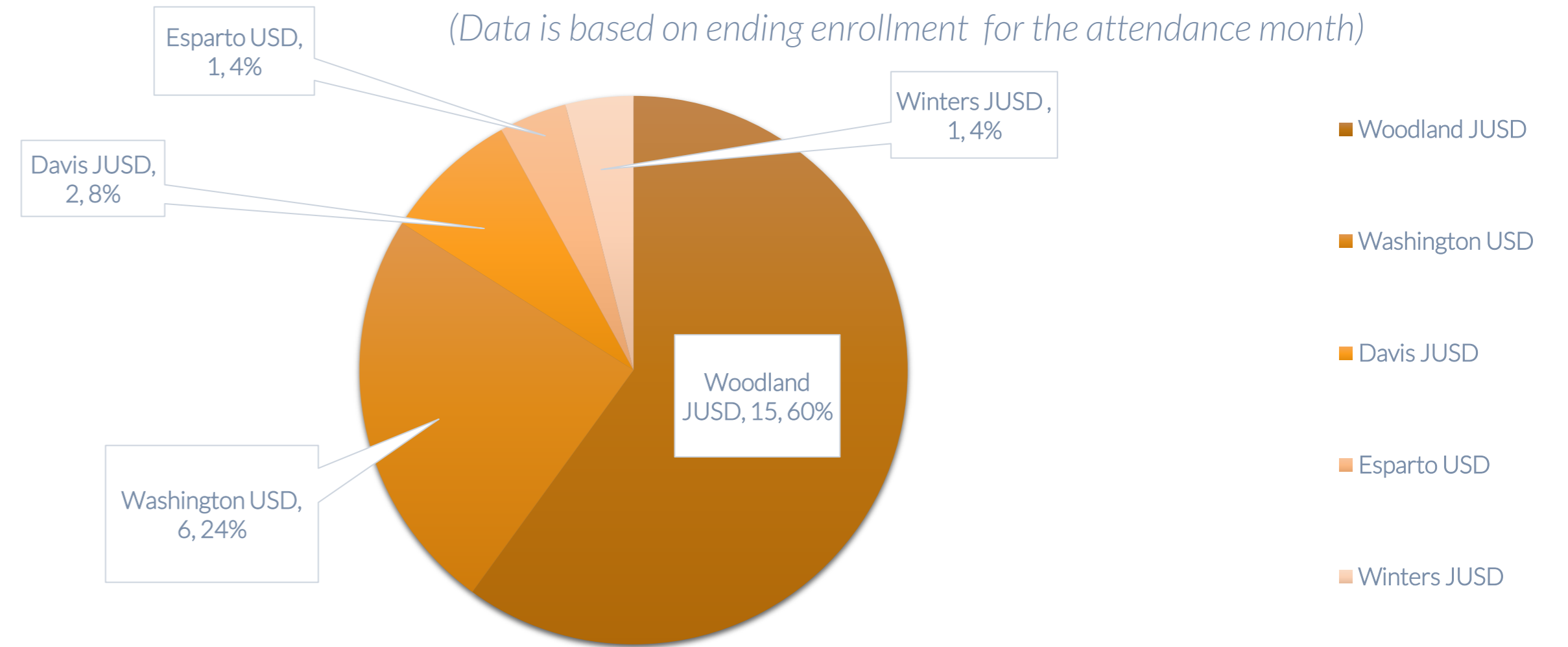


Gender
Attendance Period: 12/12/22 - 01/20/23

(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period.)



School District of Residence
(Data is based on ending enrollment for the attendance month)



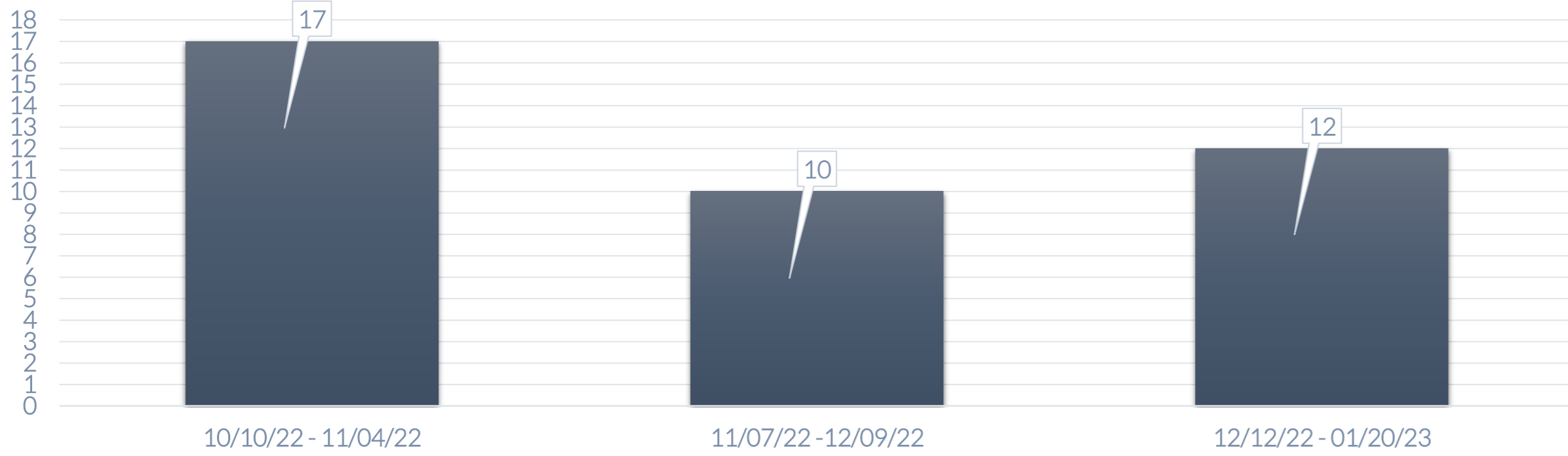
YCCP (Yolo County Career Program)

Month 3-5 (2022-2023)

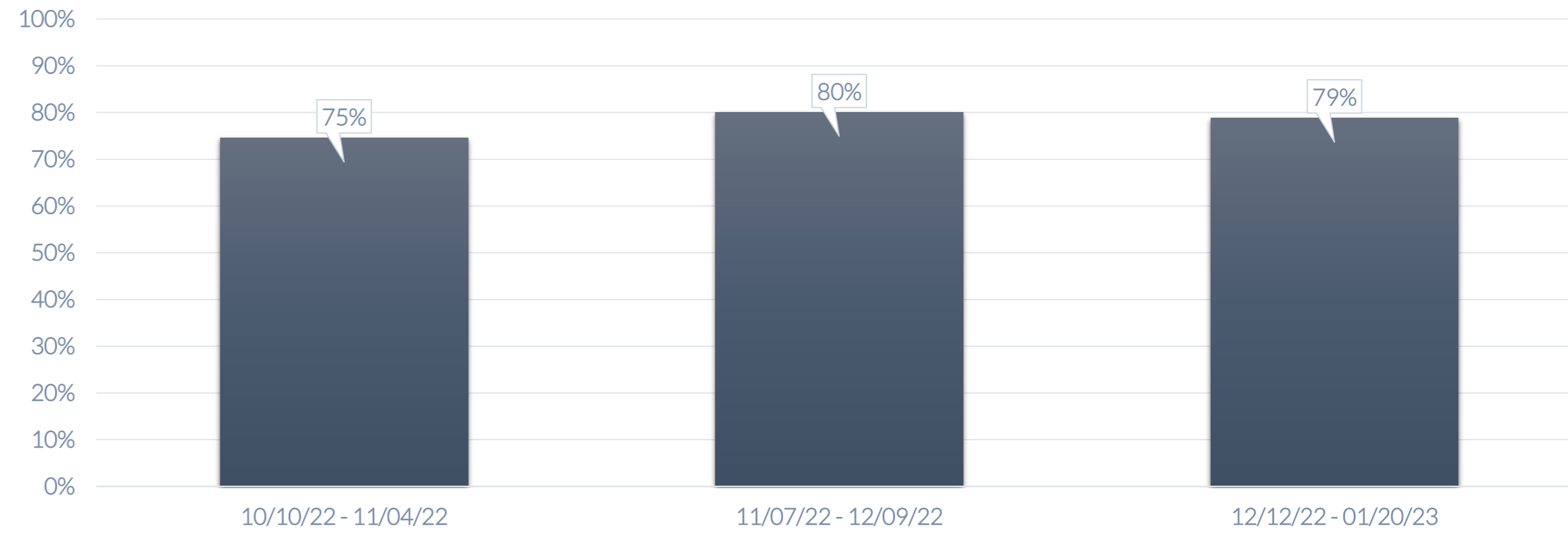
Attendance Period: 10/10/2022 - 01/20/2023

Enrollment Totals (#)

(Total Enrollments for each attendance period)



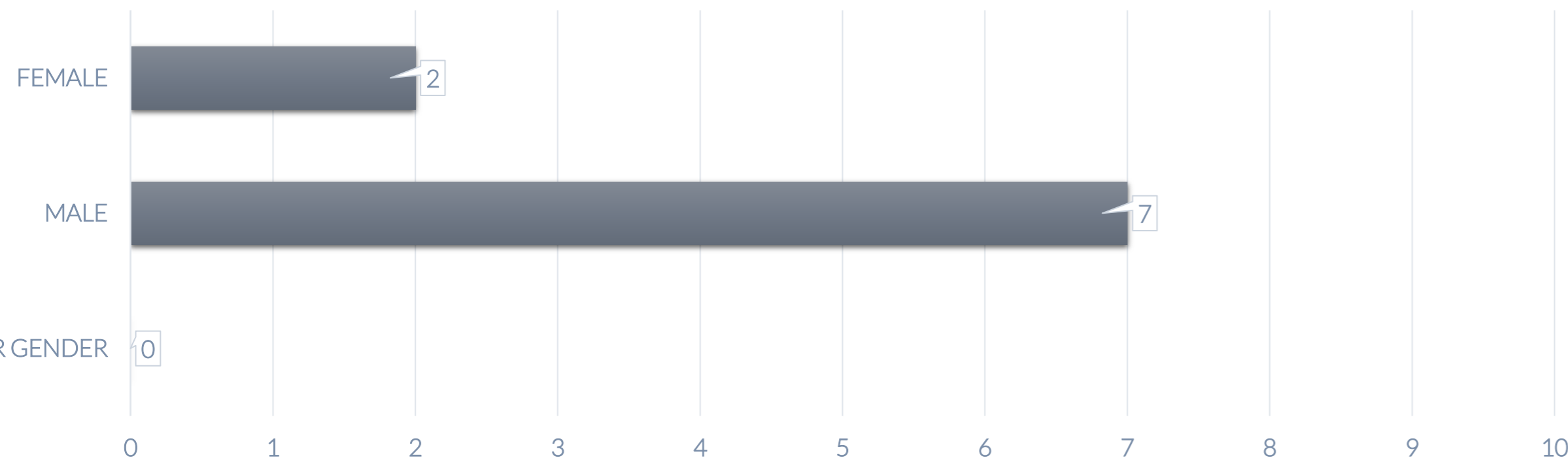
Average Attendance (%)



Gender

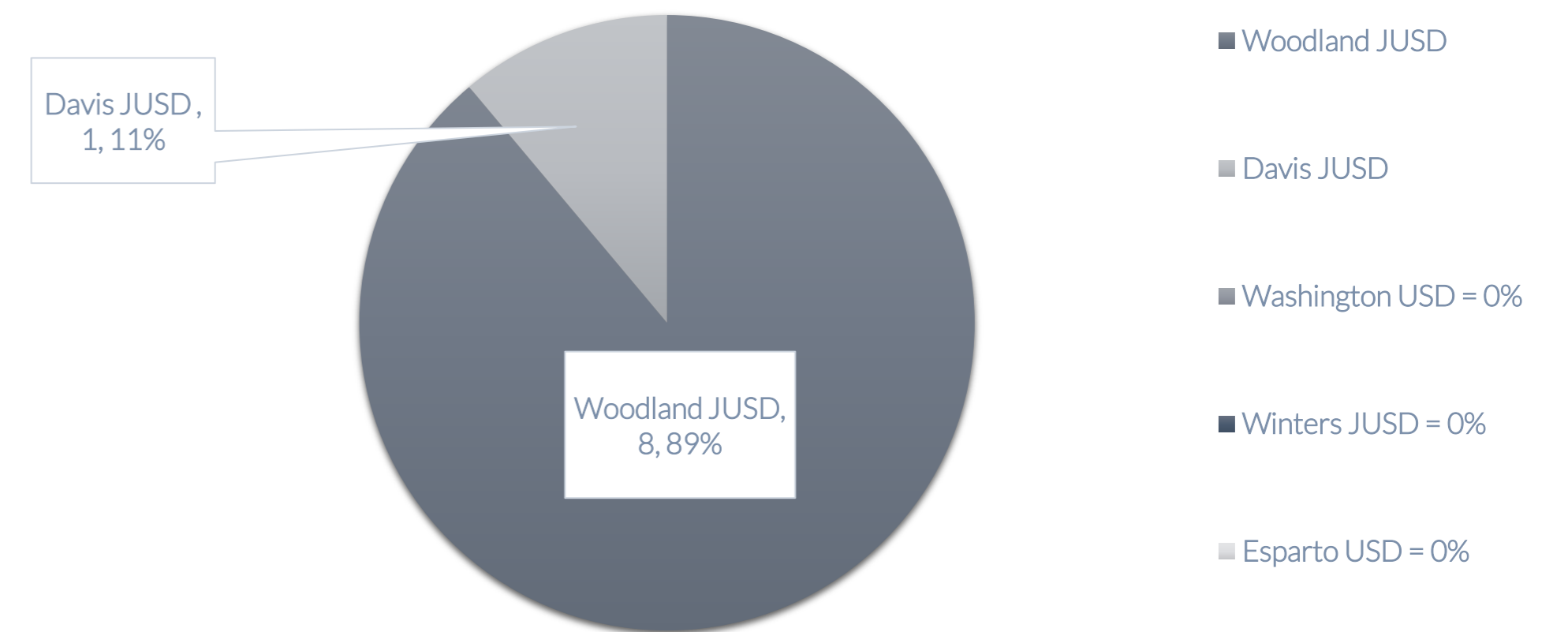
Attendance Period: 12/12/22 - 01/20/23

(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)

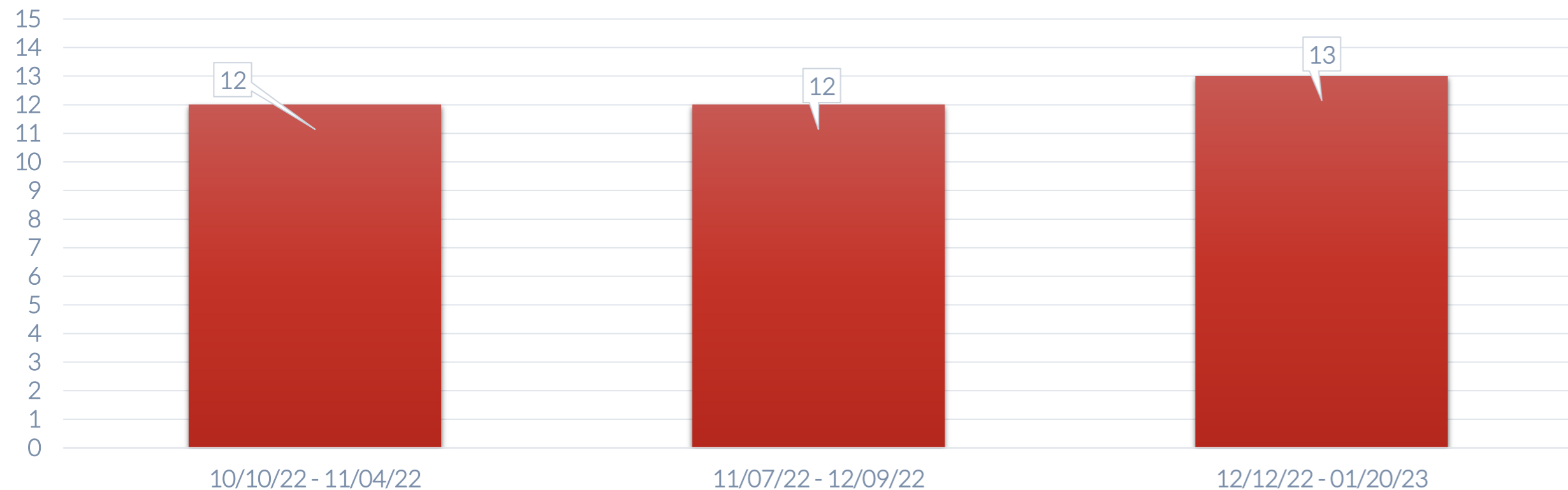


Chavez Extension Program

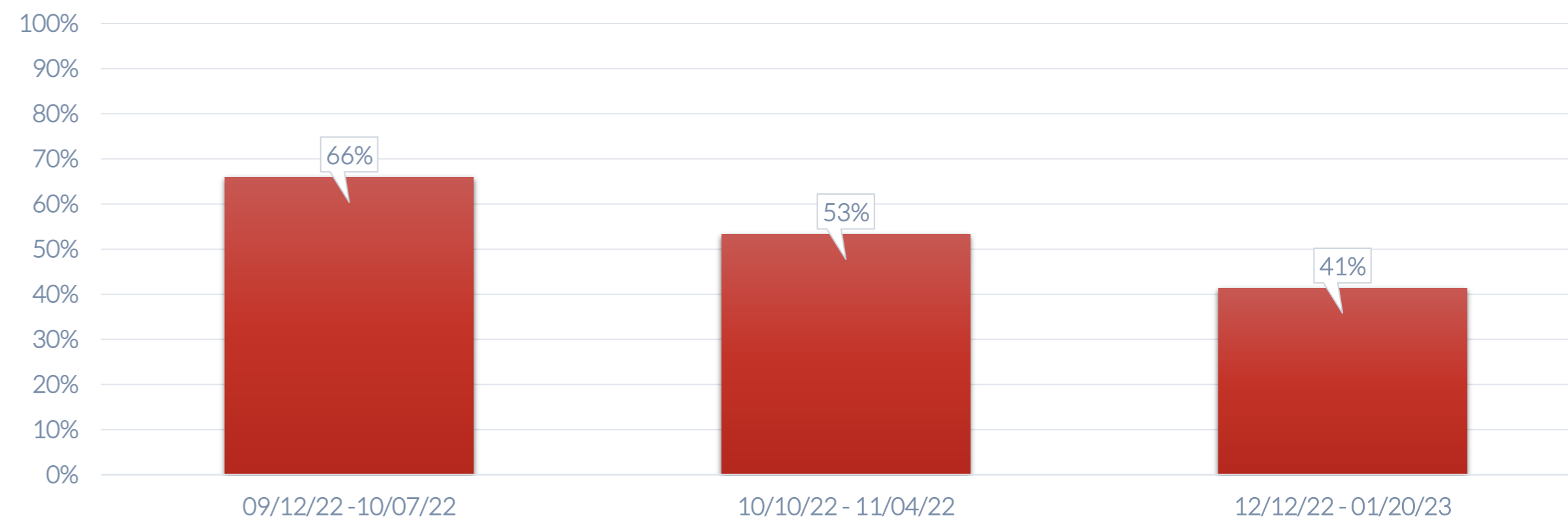
Month 3-5 (2022-2023)

Attendance Period: 10/10/2022 - 01/20/2023

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

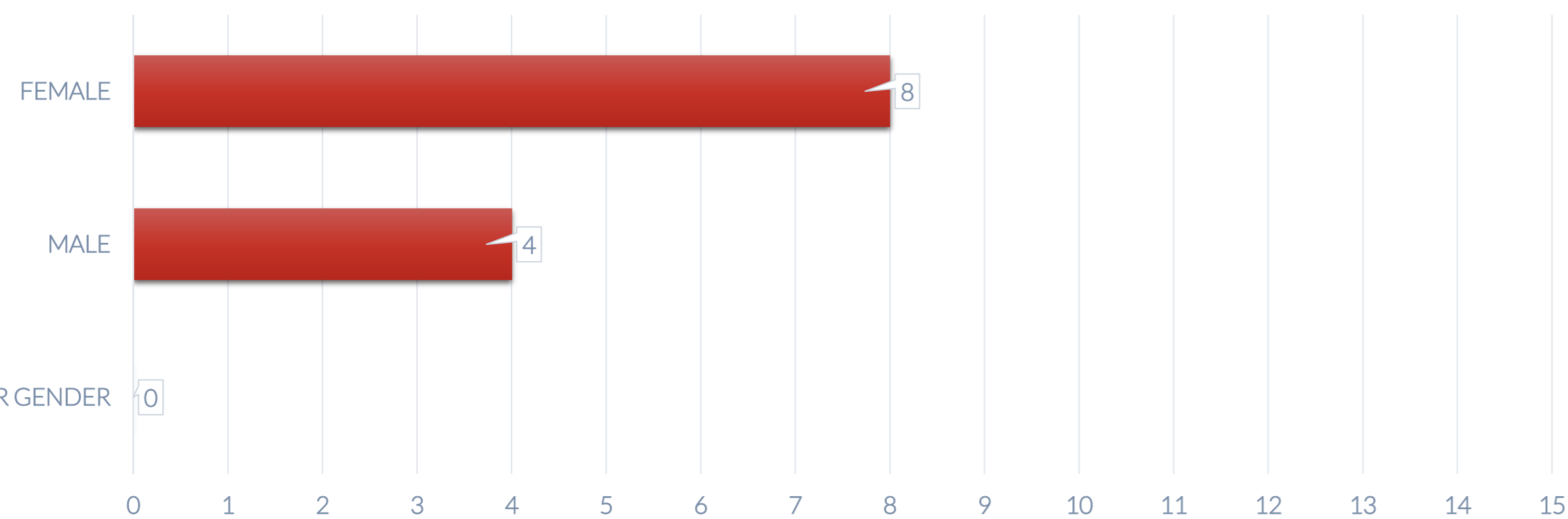


Average Attendance (%)

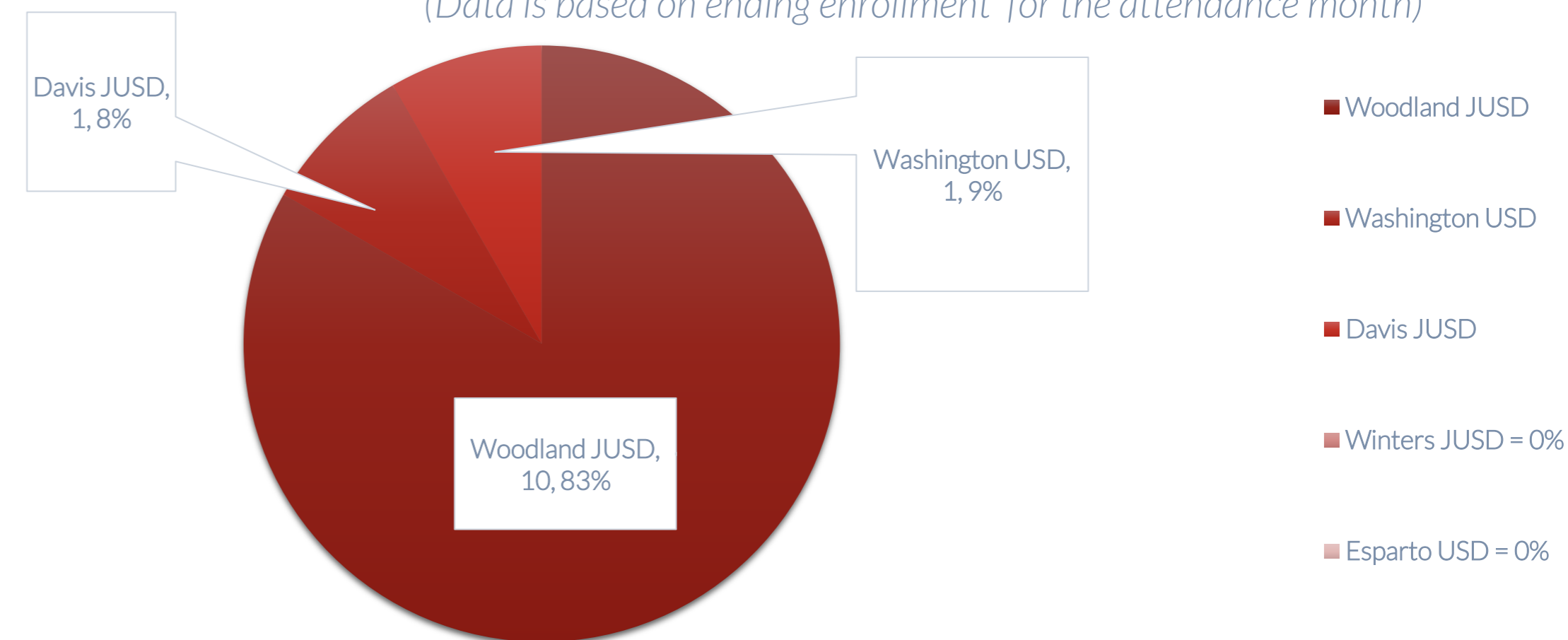


Gender
Attendance Period: 12/12/22 - 01/20/23

(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



7. 3. Program Evaluation & Juvenile Hall Certification that School Program is Compliant with Title 15, Section 1370 (b) 

Description

This is an information item for the board

Recommendation

Gayelynn Gerhart will present:

Juvenile Facilities Regulations; Title 15, Article 6 Section 1370 (Summary of Dan Jacobs School)

Supporting Documents



22-23 Title 15 Juvenile Facilities Regulations

Contact Person

Gayelynn Gerhart, Director of Special Program will present this item.

Memo

Yolo County Office of Education

To: Mr. Oscar Ruiz, Superintendent Yolo County Juvenile Hall

From: Ms. Gayelynn Gerhart, Director of Special Programs

Date: December 6, 2022

Re: Juvenile Facilities Regulations; Title 15, Article 6 Section 1370 (Summary of Dan Jacobs School)

Summary of educational evaluation:

The staff at Dan Jacobs School has reviewed the curriculum and instructional program and found that our program elements comply with Article 6, Section 1370 of the Board of Corrections Title 15, Juvenile Facilities Regulations effective July of 2007. Dan Jacobs School education program consists of the following:

- Two hundred and forty (240) instructional minutes are devoted to the core curriculum of mathematics, English language arts, social science, science, physical education and to career technical education. All students are provided an educational program according to the current school calendar.
- The Renaissance STAR Math and Reading software program is used to assess each student's current level of academic ability in the two subject areas. Students who are continuously enrolled are reassessed every 9 weeks.
- Records, including transcripts, for students are requested from the student's previous school of enrollment. When received, this information is reviewed and added to each student's individual learning plan, which may be modified as needed to reflect the student's completion of previous courses.
- Preparation support for high school equivalency options including the GED, HISET and California High School Proficiency Examination (CHSPE) is provided using an on-line education program, Edgenuity. Yolo County Probation assists in providing testing services for the GED and HiSET exams.
- School staff and probation staff confer weekly during the multi-disciplinary team (MDT) meetings. Topics of conversation can include students, social/emotional wellbeing, current and past medical history, academic progress, behaviors, court proceedings and safeguards.

- A progressive discipline process is in place between the school and the juvenile detention facility (JDF) that integrates into the facility's overall behavioral management plan.
- Students are given the opportunity to take career technical education courses for career and life skills development using the on-line education program, Edgenuity.
- Students are offered curriculum on life skills via classroom instruction and the JDF.
- Fine arts curriculum is offered in a variety of ways: through the classroom curriculum, via the instructor, or through the on-line program, Edgenuity. In addition, fine arts instruction is offered to students through at partnership with Yolo Arts.
- For students who qualify under the Individuals with Disabilities Education Act (IDEA) as special education, Yolo County Office of Education provides a Resource Specialist (RSP) teacher whose main responsibility is to work with the classroom teacher to meet the educational needs of the youth enrolled in Dan Jacobs School. Copies of identified students' Individual Education Plan (IEP) are requested from the student's previous school or district. Additionally, there is a para educator under the RSP teacher's direction, who works with students with IEPs one-on-one using push in or pull out. The RSP teacher also assesses the progress that the students with IEPs are making towards their learning goals.
- Students who are categorized as English Learners (EL) are given the opportunity to receive intervention support. The focus of the curriculum is to assist students in becoming proficient in reading, writing, listening, and speaking the English language.
- Students who enroll into Dan Jacobs are usually interviewed the first day that they attend and are asked about their home language, whether they have an IEP or 504, their previous school, and any other support services that they may have received from their previous school. This information is used to determine their educational plan and assessments needed.
- All students who are enrolled at Dan Jacobs School are treated equally with the opportunity to enroll into any class offered. The same opportunity is also offered to students who have been placed in protective custody where they may not be able to attend class for a particular reason.
- All school staff attend juvenile detention general staff meetings. The meetings are an opportunity to share information between juvenile detention staff and school staff of any changes or updates that have been made.
- In keeping with Article 6, Section 1370 of the Board of Corrections Title 15, students who are enrolled at Dan Jacobs School receive grades and credits for all academic work completed. A transcript is forwarded to the student's next school upon release from the institution.

Mr. Ruiz, should you have any questions regarding the instructional program stated above, please contact me at (530) 383-2955.

JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION
Juvenile Halls and Camps

FACILITY NAME: Dan Jacobs School		COUNTY: Yolo
FACILITY ADDRESS (STREET, CITY, ZIP CODE, TELEPHONE): 2280 E. Gibson Road Woodland, Ca. 95776		
CHECK THE FACILITY TYPE AS DEFINED IN TITLE 15, SECTION 1302: Juvenile Facility Education Program Review and Evaluation	JUVENILE HALL X	CAMP
DATE EVALUATED: December 5, 2022 for the 2022-2023 school year		
EDUCATION PROGRAM EVALUATOR(S) (NAME, TITLE, TELEPHONE): Valerye Salazar, Placer County Office of Education		
EDUCATION STAFF INTERVIEWED (NAME, TITLE, TELEPHONE): <i>Gayelynn Gerhart, Director of Special Projects: Student Services, Heather Schlaman, Principal, Cesar Chavez Community School, Yolo County Office of Education, Tommy Hobbs, Teacher, Emanuel Padilla, Special Education Teacher, Maria Arizu-Espinoza, Associate Superintendent.</i>		

Purpose

The facility administrator is required to request an annual review of each required element of the facility's education program by the Superintendent of Schools. A report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section must be provided to the facility administrator.

The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. It is important to note that the regulation prohibits the Superintendent of Schools from delegating this review to the principal or any staff of a juvenile court school site; the intent of this regulation is that an independent third-party review is conducted.

Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to protect the educational interests of all youth in the facility.

Instructions

To complete the review, assess each element listed in the checklists and document the findings in the "comments" section. Columns in the checklist identify compliance as "Yes", "No", or "N/A"

(not applicable). When the evaluator assessing the education program "checks" a column to indicate that the facility is out of compliance with all or part of a regulation, or indicates that all or part of a regulation is not applicable, a brief explanation is required in the comments section. This explanation is critical; it assists both the BSCC and facility staff in understanding the rationale for the decision and highlights what needs correction. **Policies and procedures must be written and implemented to be in compliance.**

Education program evaluators may elect to assess areas that are not covered by the inspection checklists. If this is done, the additional issues must be clearly delineated on a separate sheet to maintain their distinction from the BSCC Title 15 checklist. For information purposes, this additional sheet should be attached and distributed with the checklist.

Checklists and regulations are available on the BSCC website:
(http://www.bscc.ca.gov/s_fsoresources).

Please contact the BSCC Field Representative assigned to your county at the number below or through e-mail access on the web site.

Board of State and Community Corrections; FSO Division
2590 Venture Oaks Way, Suite 200, Sacramento, CA 95833
Phone: 916-445-5073; <http://www.bscc.ca.gov/>

JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION

1370. Education Program	Yes	No	N/A	Comments
A. School Programs				
The County Board of Education shall provide for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer, or designee pursuant to applicable State laws.	X			Dan Jacobs has a principal assigned to the site. The administrator is credentialed and are hired through an agreement with Yolo County Office of Education (YCOE).
The school and facility administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff.	X			Probation and YCOE staff collaborate via the multi-disciplinary team (MDT) meetings, JDF monthly staff meetings, and teacher end-of-day reports. Agendas and minutes are provided for all collaborative meetings.
Culturally responsive and trauma-informed approaches should be applied when providing instruction.	X			All alternative education teachers and support staff attend scheduled, on-going professional development sessions focused on adopting, creating, and delivering culturally responsive curriculum and culturally responsive environments. Professional learning has been led Patrice Hill, SAYS of UC Davis, and Elana Metz with Reading with Relevance, Denise Brown, UC Davis Math Project, and Conflict Resolution with Kara Hunter from the Yolo Conflict Resolution Center. Yolo County Mental Health staff has trained all alternative education staff in trauma informed practices. Some alternative education staff are also trained in Crisis Prevention Intervention
Education staff should collaborate with the facility administrator to use technology to facilitate learning and ensure safe technology practices.	X			YCOE and JDF staff have worked to use Internet safely to facilitate learning. There are up to ten computers in the classroom in addition to teacher stations.
The facility administrator shall request an annual review of each required element of the program by the Superintendent of Schools, and a report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section.	X			An annual review is done each spring. As necessary, corrective action is taken to resolve any identified issues.
Such a review, when conducted, cannot be delegated to the principal or any other staff of any juvenile court school site	X			While the principal was part of the interviewed team, the review was not delegated to the administrator.
The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to protect the educational interests of all youth in the facility.	X			The review is conducted by an outside agency. In December 2022, the review was conducted for the 2022-23 school year by a representative of the Placer County Office of Education. The findings are reviewed with superintendent of the juvenile detention facility, Mr. Oscar Ruiz, upon completion. After review, the YCOE administrative team will resolve any identified non-compliance items.

B. Required Elements				
-----------------------------	--	--	--	--

<p>The facility school program shall comply with the State Education Code and County Board of Education policies.</p>	<p>X</p>		<p>Dan Jacobs School (DJS) fully complies with State Education Code and County Board of Education educational policy. Two hundred and forty (240) instructional minutes are devoted to the core curriculum of mathematics English language arts, social science, science, physical education and to career technical education. Students are on a high school diploma (HSD) track and the program is accredited. One hundred and forty (140) credits are required for graduation. A graduation celebration occurs as students complete. Students also have an opportunity, should they choose, to pursue high school equivalency options as an alternative to the HSD.</p>
<p>As stated in the 2009 California Standards for the Teaching Profession, teachers shall establish and maintain learning environments that are physically, emotionally, and intellectually safe.</p>	<p>X</p>		<p>Staff has been trained in Positive Behavior Intervention Strategies (PBIS) and these are implemented throughout the facility. Probation and education staff have all been trained. In addition, teachers have received training in culturally responsive curriculum and in having culturally sensitive discussions with students. There is a shared desire between YCOE and JDF staff to provide superior supervision and maintain safe classrooms. There are positive behavior point systems in place. Students earn points for good behavior and can use those points in a student store. YCOE offers a small staff to student ratio. YCOE also provides bilingual teachers and para-educators who support students.</p>
<p>Youth shall be provided a rigorous, quality educational program that responds to the different learning styles and abilities of students and prepares them for high school graduation, career entry, and post-secondary education.</p>	<p>X</p>		<p>To provide a rigorous, quality educational program while responding to the different learning styles and abilities of students, YCOE staff employ a variety of instructional methods: direct instruction, small-group, blended learning using Edgenuity, and project-based learning. The teacher differentiates instruction to meet the needs of all students. YCOE teachers deliver this instruction in partnership with JDF staff. Students also have the opportunity to participate in post-secondary training through Sacramento City and Woodland Community Colleges. Students can take online classes for high school and college credit. Appropriate technology use is monitored by the YCOE teacher during the educational day.</p>
<p>1. The course of study shall comply with the State Education Code and include, but not be limited to, courses required for high school graduation.</p>	<p>X</p>		<p>The course of study follows the California Department of Education (CDE) guidelines for graduation. Students earn 140 credits for graduation.</p>
<p>2. Information and preparation for the High School Equivalency Test as approved by the California Department of Education shall be made available to eligible youth.</p>	<p>X</p>		<p>Preparation for the high school equivalency options including the GED, HISET and California High School Proficiency Examination (CHSPE) are available using the on-line education program, Edgenuity. In addition, the teacher provides intervention and small group direct instruction as needed. Information about high school equivalency options is provided by YCOE Staff.</p>

3. Youth shall be informed of post-secondary education and vocational opportunities.	X		Students learn about post-secondary options from the YCOE college and career readiness staff through classroom visits they conduct. Students also discuss post-secondary options as they develop and review their ILPs with teachers. Student's access post-secondary education and vocational opportunities through Edgenuity or through online classes offered through Sacramento City and Woodland Community Colleges.
4. Administration of the High School Equivalency Tests as approved by the California Department of Education shall be made available when possible.	X		High School Equivalency testing is available at Dan Jacobs. At 16 years old, students can take the CHSPE. At 18 years old, students can test for the GED or HISET. Official testing is offered through another JDF partner.
5. Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress	X		Students are provided intervention opportunities and have the opportunity to work with the teacher outside of school hours.
6. The minimum school day shall be consistent with State Education Code Requirements for juvenile court schools. The facility administrator, in conjunction with education staff, must ensure that operational procedures do not interfere with the time afforded for the minimum instructional day. Absences, time out of class or educational instruction, both excused and unexcused, shall be documented.	X		All students are provided an educational program according to the current school calendar. Two hundred and forty (240) instructional minutes are devoted to the core curriculum of mathematics English language arts, social science, science, physical education and to career technical education. Attendance, including excused and unexcused absences, is documented via the student information system, Aeries.
7. Education shall be provided to all youth regardless of classification, housing, security status, disciplinary or separation status, including room confinement, except when providing education poses an immediate threat to the safety of self or others. Education includes, but is not limited to, related services as provided in a youth's Section 504 Plan or Individualized Education Program (IEP).	X		Transcripts for students are requested from the student's previous school of enrollment. When received, this information is reviewed by the school counselor and added to each student's ILP, which is modified as needed to reflect the student's completion of courses. Resource Specialist Program (RSP) teachers in conjunction with the para-educator makes sure special education services are provided as outlined in students 504 Plans or Individualized Education Programs (IEPs). Students are never isolated in their room unless students self-select to do so. Students are given separate work to do in the day room of the pod as appropriate. All students have access to education regardless of classification.
C. School Discipline			The YCOE has worked together with JDF staff to identify behavioral expectations during the educational day. These expectations are in alignment with policies already established within the JDF and are shared with students when then enroll in school.
1. Positive behavior management will be implemented to reduce the need for disciplinary action in the school setting and be integrated into the facility's overall behavioral management plan and security system.	X		The school has implemented phases of Positive Behavior Interventions Support (PBIS) program. This is a support offered universally to all students and some staff members from YCOE and JDF have been trained in the implementation of PBIS. Some strategies include a positive behavior point system, a color-coded t-shirt tiered behavior system, and a student store that students can use their points.
2. School staff shall be advised of administrative			Any changes made by probation staff that may affect

decisions made by probation staff that may affect the educational programming of students.	X		educational programming are communicated via the MDT Meetings. Changes are also emailed to the principal and teacher. The same level of communication exists when there are changes made by educational staff that affect students' schedules or programming. All school staff attend juvenile detention general staff meetings. The meetings are an opportunity to share information between juvenile detention staff and school staff of any changes or updates that have been made.
3. Except as otherwise provided by the State Education Code, expulsion/suspension from school shall be imposed only when other means of correction fails to bring about proper conduct. School staff shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs. School staff shall document the other means of correction used prior to imposing expulsion/suspension if an expulsion/suspension is ultimately imposed	X		A progressive discipline process is in place between the school and JDF that integrates into the facility's overall behavioral management plan. Progressive discipline is documented in the Aeries student information system via interventions and through teachers' end-of-day reports. The RSP teacher and administration are aware of and involved in providing appropriate behavioral intervention with students identified as having special needs through 504 Plans or IEPs.
4. The facility administrator, in conjunction with education staff will develop policies and procedures that address the rights of any student who has continuing difficulty completing a school day.	X		All students who are enrolled at Dan Jacobs are treated equally with the opportunity to enroll into any class offered. This is also offered to students who have been placed in protective custody where they may not be able to attend class for a particular reason. Students who are unable to program in the educational classrooms receive work via paper packets.
D. Provisions for Special Populations			
1. State and federal laws and regulations shall be observed for all individuals with disabilities or suspected disabilities. This includes but is not limited to child find, assessment, continuum of alternative placements, manifestation determination reviews, and implementation of Section 504 Plans and Individualized Education Programs.	X		For students who qualify under Individuals with Disabilities Education Act (IDEA) as special education, Yolo County Office of Education provides a RSP teacher whose main responsibility is to work with classroom teachers to meet the educational needs of the youth enrolled in DJJ. Copies of identified students' IEPs are requested from the student's previous school or district. The RSP teacher also assesses the progress that the students with IEPs are making towards their learning goals.
2. Youth identified as English Learners shall be afforded an educational program that addresses their language needs pursuant to all applicable state and federal laws and regulations governing programs for EL students.	X		Students who are categorized as English Learners (EL) are given the opportunity to receive intervention support. The primary curriculum is Edge and Edgenuity. The focus of the curriculum is to assist students in becoming proficient in reading, writing, listening and speaking the English language. Curriculum is aligned to the EL standards and students measure progress through English Language Proficiency Assessments for California (ELPAC) testing.
E. Educational Screening and Admission			
1. Youth shall be interviewed after admittance and a record maintained that documents a			Students who enroll into Dan Jacobs are interviewed the first day that they attend and are asked about their

youth's educational history, including but not limited to:	X			home language, whether they have an IEP or 504, their previous school, and any other support services that they may have received from their previous school. This information is used to determine their educational plan and assessments needed. The interview form is available in English and Spanish, but additional translation services can be obtained as necessary. Dan Jacobs also does a records request of the prior school to obtain information about discipline, attendance, special services, current courses, and transcripts.
a. School progress/school history;	X			See above.(e)(1)
b. Home Language Survey and the results of the State Test used for English language proficiency;	X			See above. (e)(1)
c. Needs and services of special populations as defined by the State Education Code, including but not limited to, students with special needs.; and,	X			See above. (e)(1)
d. Discipline problems.				See above.
2. Youth will be immediately enrolled in school. Educational staff shall conduct an assessment to determine the youth's general academic functioning levels to enable placement in core curriculum courses.	X			
3. After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.	X			Students are enrolled immediately by DJS staff. JDF staff encourage student enrollment in school right way. All students are assessed within the first few weeks using the STAR Renaissance Reading and Math tests. Students begin with studying strategies for success. Students meet with the assigned teacher and develop goals.
4. Upon enrollment, education staff shall comply with the State Education Code and request the youth's records from his/her prior school(s), including, but not limited to, transcripts, Individual Education Program (IEP), 504 Plan, state language assessment scores, immunization records, exit grades, and partial credits. Upon receipt of the transcripts, the youth's educational plan shall be reviewed with the youth and modified as needed. Youth should be informed of the credits they need to graduate.	X			Records requests from students' previous schools of enrollment are made upon enrollment.
F. Educational Reporting				
1. The complete facility educational record of the youth shall be forwarded to the next educational placement in accordance with the State Education Code.	X			All credits earned and grades are forwarded to the student's new school upon release when a request for records is received.
2. The County Superintendent of Schools shall provide appropriate credit (full or partial) for course work completed while in juvenile court school in accordance with the State Education	X			The school staff and administrator review student records and transcripts. Partial credit is given for course work completed while in attendance in DJS. Credits are outlined in the student handbook.

G. Transition and Re-Entry Planning				
1. The Superintendent of Schools and the Chief Probation Officer or designee, shall develop policies and procedures to meet the transition needs of youth, including the development of an education transition plan, in accordance with the State Education Code and in alignment with Title 15, Minimum Standards for Juvenile Facilities, Section 1355.	X			Transition plans are developed and discussed during individual meetings with students. This includes accessing the YCOE college and career readiness staff to assist with transition to work or post-secondary options. JDF mental health staff and therapists assist with additional transition and reentry needs.
H. Post-Secondary Education Opportunities				
1. The school and facility administrator should, collaborate with local post-secondary education providers to facilitate access to educational and vocational opportunities for youth that considers the use of technology to implement these programs.	X			Students are given the opportunity to enroll in post-secondary courses online through Sacramento City or Woodland Community Colleges. Career technical education (CTE) online courses are offered through Edgenuity. Students earn both high school and college credit for completion of these courses.

Summary of educational evaluation:

The staff of Placer County Office of Education has reviewed the curriculum and instructional program and found that our program elements are in compliance with Article 6, Section 1370 of the Board of Corrections Title 15, Juvenile Facilities Regulations effective July of 2007.

7. 4. 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 2023 both in highlighted draft format and as final revision by the Yolo County Board of Supervisors on 12/6/2022.

Recommendation

For information.

Supporting Documents

 Yolo County Investment Policy 2023 - Highlighted Draft

 Yolo County Investment Policy 2023 - 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 ~~6~~⁷, 202~~2~~⁴

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~~³ through December 31, 202~~2~~³.

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.

Commented [SX1]:

Should this be removed or reworded? The charter states the committee and its members are precluded from participating in or influencing decisions concerning financial operations.

Suggested change:

The Board of Supervisors has designated the Chief Financial Officer as its agent authorized to make investment decisions after considering the strategy proposed by the investment advisor.

Commented [CR2R1]: I agree and think that a prudent change.

County of Yolo Administrative Policies and Procedures Manual

G. ETHICS AND CONFLICT OF INTEREST

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

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

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

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

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

County of Yolo Administrative Policies and Procedures Manual

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

H. INTERNAL CONTROLS

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

I. CASH MANAGEMENT

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

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

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

J. AUTHORIZED FINANCIAL DEALERS AND QUALIFIED INSTITUTIONS

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

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

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

County of Yolo Administrative Policies and Procedures Manual

K. PERMITTED INVESTMENT INSTRUMENTS

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

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

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

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

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

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

The County will have properly executed a Public Securities Association (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).

Commented [SX3]: Public Securities Association?

Commented [CR4R3]: Yes, good catch.

County of Yolo Administrative Policies and Procedures Manual

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

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

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

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

County of Yolo Administrative Policies and Procedures Manual

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

County of Yolo Administrative Policies and Procedures Manual

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). For purposes of compliance with this policy, an investment's term or remaining maturity shall be measured from the settlement date to final maturity. A security purchased in accordance with this section shall not have a forward settlement date exceeding 45 days from the time of investment.

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.

County of Yolo Administrative Policies and Procedures Manual

M. MAXIMUM MATURITY

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

Where this policy does not specify a limitation on the term or remaining maturity at the time of the investment, Unless otherwise specified in this policy or unless authorized by the Board of Supervisors no less than three months prior to the investment, 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.

County of Yolo Administrative Policies and Procedures Manual

This quarterly report shall be available within ~~30~~45 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.

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

County of Yolo Administrative Policies and Procedures Manual

- Proof that adequate information has been supplied in order to make a proper finding that other pool participants will not be adversely affected.

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

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.

County of Yolo Administrative Policies and Procedures Manual

TITLE: Investment Policy

Department: Financial Services

TYPE: POLICY

DATE: December 6, 2022

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, 2023 through December 31, 2023.

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 after considering the strategy proposed by the investment advisor.

County of Yolo Administrative Policies and Procedures Manual

G. ETHICS AND CONFLICT OF INTEREST

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

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

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

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

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

County of Yolo Administrative Policies and Procedures Manual

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

H. INTERNAL CONTROLS

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

I. CASH MANAGEMENT

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

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

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

J. AUTHORIZED FINANCIAL DEALERS AND QUALIFIED INSTITUTIONS

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

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

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

County of Yolo Administrative Policies and Procedures Manual

K. PERMITTED INVESTMENT INSTRUMENTS

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

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

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

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

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

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

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

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

County of Yolo Administrative Policies and Procedures Manual

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

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

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

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

County of Yolo Administrative Policies and Procedures Manual

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

County of Yolo Administrative Policies and Procedures Manual

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). For purposes of compliance with this policy, an investment's term or remaining maturity shall be measured from the settlement date to final maturity. A security purchased in accordance with this section shall not have a forward settlement date exceeding 45 days from the time of investment.

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.

County of Yolo Administrative Policies and Procedures Manual

M. MAXIMUM MATURITY

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

Where this policy does not specify a limitation on the term or remaining maturity at the time of the investment, or unless authorized by the Board of Supervisors no less than three months prior to the investment, 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.

County of Yolo Administrative Policies and Procedures Manual

This quarterly report shall be available within 45 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.

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

County of Yolo Administrative Policies and Procedures Manual

- Proof that adequate information has been supplied in order to make a proper finding that other pool participants will not be adversely affected.

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

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.

7. 5. P-1 Attendance

Description

Attached is the 2022/2023 P-1 ADA report.

Recommendation

For information.

Supporting Documents



2022-2023 Period 1 Attendance

Contact Person

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

YOLO COUNTY OFFICE OF EDUCATION
Average Daily Attendance (ADA)
2022/2023 Period 1
January 15, 2023

2022/23 Adopted Budget (A)	2022/23 Period 1 Actual (B)	2022/23 Period 2 Actual (C)	2022/23 Annual Actual (D)
-------------------------------------	--------------------------------------	--------------------------------------	------------------------------------

PROGRAM

Cesar Chavez Community School (CCC)	12.00	12.36		
Cesar Chavez Extension Program	10.00	7.11		
Yolo County Career Program (YCCP)	4.00	8.33		
	26.00	27.80	0.00	0.00

Juvenile Hall	0.50	2.33		
---------------	------	------	--	--

Special Education		124.37		
Special Education - ESY		10.41		

Special Education
ADA by District

	ESY	P1	P2	ANNUAL
Davis	1.99	21.51		
Esparto	0.33	5.57		
Washington	1.75	30.53		
Winters	1.21	13.94		
Woodland	5.13	52.82		
	10.41	124.37	0.00	0.00

7. 6. Disposition of Surplus Equipment

Description

The Yolo County Office of Education has various items of obsolete equipment that are not required for use by the organization.

The list describing the specific items intended for disposal is attached. Per OP 3270.00, YCOE is providing this itemized list of surplus equipment for the Board's review.

Recommendation

For information.

Supporting Documents



Technology Surplus E-Waste Feb 14, 2023

Contact Person

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

2022/2023 Technology Surplus Items - February Board Meeting

Printers/Fax				Projector			
Asset #	Model	SN#		Asset #	model Model	Serial number SN#	Asset tag
	Canon PC940	NVX5495		Hitachi	CP-AX2503	CP-AX2503UF	
	Panasonic KX-FL511	3IBFB025822		Hitachi	CP-AX2503	F4EU02775	
2000068	HP LaserJet 4050	USQC028209	172104	PolyVision	PJ920	WPJ9203220050	
YCOE001430	HP LaserJet 1320	CNFC55H22D		PolyVision	PJ920	WPJ9203220055	
	Canon PC940	NVX43299		CISCO	P105	952672	
ycoc2859	HP LaserJet1356DNF	CND9D2TBSL	172122	PolyVision	PJ920	WPJ9203220079	
YCOE4138	HP laserjet mfpm476dn	CNB8G3F7CL	172036	PolyVision	PJ920	WPJ9203220044	
4139	HP LASERJET MFP476	CNB8G1S579	172139	Polyvision	PJ920	WPJ9203220049	
YCOE000781	HP SCAN JET C7701A	CN187T0869		PolyVision	PJ920	WPJ9203220048	
YCOE2797	HP LASERJET P1606DN	VNB3L60838	172061	Hitachi	CP-AX201	H8J510191	YCOE2298
YCOE2795	HP LESERJET P1606DN	VNB3D96841		Hitachi	CP-AX20503	F4EU02940	
YCOE001745	HP LASERJET P3005N	CNB1N07462	172016	EPSON	H69A	VTRK5Y00693	
YCOE3415	HP LASERJET P400M401DNE	VNG4804562	172132	SANYO	PLC-XD2200	61216953	YCOE3062
YCOE3204	HP LASERJET M400	VNB3824685	172053	InFocus	W360	AYTB80400275	YCOE2220
	HP LASERJET M402N	PHBHL87575	172040	InFocus	W360	AYTB80400136	YCOE2232
	HP LASERJET M402N	PHBHL87568	172041	NEC	NP905	0300028FK	
	HP LASERJET M402N	PHBHL87570	172042	PolyVision	PJ920	WPJ9203220052	
	HP LASERJET M4026FDN	PHBLM3KD6F	172056	PolyVision	PJ920	WPJ9203220053	
	HP LASERJET M402N	PHBHL87573	172001	Hitachi	CP-AX2503	F4EU02779	
	HP LASERJET M402N	PHBHL87576	172117	EPSON	H317A	MRKF020311L	
YCOE2101	HP LASERJET 4700DN	JP4LB00974	172088	Hitachi	CP-X2010	FNBU00350	
	HP LASERJET 4700DN	JP4LB00855	172002	NEC	NP1000	76B0497FK	
YCOE2565	HP LASERJET CM1312NH	CNF8B72R0Y	172051	PolyVision	PJ920	WPJ9201430318	
YCOE3416	HP LASERJET PRO 400	VNG48045654		SteelCase		WPJ9303510310	YCOE4241
	HP OFFICEJET 100	MY61CF109V					
YCOE7667	HP LASERJET 4700DN	JPRLB33106					
	HP LASERJET P3005N	CND1S18752	172039				
YCOE2334	HP LASERJET P2305	CNB9H28376					
	HP LASERJET M225DN	CNB9J1F8JC	172119				
YCOE3890	HP LASERJET MFPM225DN	CNB9H3XH3F	172120				
YCOE4040	HP LASERJET 1536DNF	CNF8F7P8RW					
	CANON PIXMA MG5220	NSW24068					
	CANON PC940	NVX54954		Charging Station	Model	SN#	
YCOE4342	HP LASETJET PRO 400	PHGFF51017	172233	Kensington	MO1207	A1412A010080	
	HP LASERJET M402DW	PHBVD31444					
YCOE4272	HPLASERJET 400	PHGFG19358		IBM TYPEWRITER	YCOE000205		
	CANON PC940	NVX39443					
YCOE2098	HP LASERJET 4700DN	GP4LD00933					
	SHARP MXB401	9T20081X					
YCOE2333	HP LASERJET P2305	CNB9H28382					
YCOE001758	HP LASERJET1022	VNB3D26198					
	HP LASERJET P1102	VNB3F18358					
YCOE7842	KODIAK I1310 SCANNER	44326528					
YCOE2227	HP LASERJET P3005	CNJ1N35425					
YCOE2825	HP LASERJET P3105	VNBCCDF1G8	172044				
	CANON PIXMA TS9120	AFDB95126					
YCOE001784	HP LASERJET P2015	CNB1N14926					
YCOE001785	HP LASERJET P2015	CNB1N14928					
YCOE3422	HP LASERJET PRO 400	VNG4810868					
YCOE3414	HP LASERJET PRO 400	VNG4804549					
YCOE3419	HP LASERJET PRO 400	VNG4804559	172156				
YCOE7211	HP LASERJET M225	CNB9J7VLJG	172232				
YCOE2279	HP LASERJET	JPRL887070	172022				
YCOE3406	HP LASERJET	VNG4804546	172045				

2022/2023 Technology Surplus Items - February Board Meeting

Desktop Computers

Asset tag	SERVICE TAGE	Asset tag	SERVICE TAGE
YCOE 2890	DQK15V1	2460	BZV7HK1
7089	GW24FB2	2194	6BYWP41
7086	GVB3FB2	4043	8F4CY1
7090	GW3FB2	7781	7X31PX2
7084	GW96FB2	4191	2SS7W12
7083	GVQ2FB2	7862	8KX1H03
7087	GWG6FB2	4412	6LK5942
7088	GWM1FB2	2476	95YCBM1
7085	GV75FB2		HMXRV71
7075	GWK5FB2		5XK2YH1
7065	GV82FB2		F6BF0C1
7069	GW11FB2		USC32700PC
7076	GV73FB2	2468	1B0W3M1
7066	GV64FB2	7682	86WM0T2
7067	80ZL482	7339	8C9KHH2
7064	GVF0FB2		
7078	GVC4FB2		
7063	GWM6FB2		
7070	GV84FB2		
7068	GVS3FB2		
7062	GV91FB2		
7077	GVZ2FB2		
7073	GVM6FB2		
7072	GVQ0FB2		
2782	8CRTR1		
7080	GVLOFB2		
7082	GWB5FB2		
7061	GVK0FB2		
7071	GVV0FB2		
7074	GVF6FB2		
7081	GWC2FB2		
7079	GWJ1FB2		
	8J39YB1		
	63R9LB1		
	4BMT3J1		
	BWB3QC1		
	379F8F1		
7758	DWVJCP2		
7580	DWYHCP2		
7579	DWYGCP2		
7581	DWYLCP2		
7582	DWYKCP2		
2682	CMZTFQ1		

2022/2023 Technology Surplus Items - February Board Meeting

Monitors

Asset Tag	Model	SN#	Asset Tag	Model	SN#
7114	Dell	CN-OWXMDN-72872-61M-FG6L-A00	3376	Dell	CN-ONDMRP-74261-357-1NYM
7113	Dell	CN-OWXMDN-72872-61M-EUAL-A00		Dell	CN-OY8CFP-75261-642-OV5B-A06
7112	Dell	CN-OWXMDN-72872-61M-EAHL-A00		Dell	CN-OH265R-64180-04E-ONUU
7107	Dell	CN-OWXMDN-72872-61M-EUFL-A00	4127	Dell	CN-OKW14V-74261-444-5KOL
7104	Dell	CN-OWXMDN-72872-61M-EHPL-A00	2636	Dell	CN-O19G4H-74261-12R-1M2L
7123	Dell	CN-OWXMDN-72872-61M-EUJL-A00	4121	Dell	CN-OKW14V-74261-444-5JVL
7099	Dell	CN-OWXMDN-72872-61M-ETML-A00	4135	Dell	CN-OKW14V-74261-444-5K1L
7122	Dell	CN-OWXMDN-72872-61M-EU2L-A00	4129	Dell	CN-OKW14V-74261-444-5JTL
7111	Dell	CN-OWXMDN-72872-61M-ETLL-A00		Dell	MX-OPH5NY-74446-31G-BCWL
7118	Dell	CN-OWXMDN-72872-61M-ETTL-A00		Dell	MX-OPH5NY-74446-31G-BDNL
7096	Dell	CN-OWXMDN-72872-61M-ETPL-A00		Dell	MX-OPH5NY-74446-148-097L
7108	Dell	CN-OWXMDN-72872-61M-ENUL-A00		ViewSonic	T7E163661057
7110	Dell	CN-OWXMDN-72872-61M-ERNL-A00	4432	ViewSonic	U2S144500252
7116	Dell	CN-OWXMDN-72872-61M-ETNL-A00	2615	ViewSonic	RKD110763270
7115	Dell	CN-OWXMDN-72872-61M-DRFL-A00	2617	ViewSonic	RKD110763530
7119	Dell	CN-OWXMDN-72872-61M-ERSL-A00		Acer	ETLHVOC021021208A040F1
7124	Dell	CN-OWXMDN-72872-61M-ELRL-A00		Acer	ETLHVOC0200080AA8640F1
7106	Dell	CN-OWXMDN-72872-61M-ELKL-A00			
7097	Dell	CN-OWXMDN-72872-61M-EUGL-A00			
7098	Dell	CN-OWXMDN-72872-61M-ATRI-A00			
7105	Dell	CN-OWXMDN-72872-61M-EUHL-A00			
7103	Dell	CN-OWXMDN-72872-61M-ETUL-A00			
7121	Dell	CN-OWXMDN-72872-61M-ELLL-A00			
7109	Dell	CN-OWXMDN-72872-61M-EUDL-A00			
7100	Dell	CN-OWXMDN-72872-61M-EG1L-A00			
7117	Dell	CN-OWXMDN-72872-61M-EUKL-A00			
7101	Dell	CN-OWXMDN-72872-61M-E6RL-A00			
7120	Dell	CN-OP7DP3-72872-61E-AM6I-A00			
2646	Dell	CN-O19G4H-74261-12R-1MFL			
	Dell	CN-OH265R-64180-01R-04DL			
2883	Dell	CN-04JCCP-7F261-2SE-2UTB			
	Dell	CN-00KTGO-72872-24D-04UL			
3363	Dell	CN-ONDMRP-74261-357-1G2M			
3867	ASUS	F1LMTF162445			
3244	Dell	CN-OFPO4F-72872-2CB-CVHS			
	Dell	CN-OKHONG-74261-73T-4U3S-A00			
3382	Dell	CN-ONDMRP-74261-34Q-1WVU			
	Dell	P2210T			
3364	Dell	CN-ONDMRP-74261-357-1PAM			
4335	Dell	CN-OF4WW6-74261-4AG-64HU			
	Dell	CN-O524N3-74261-618-9FVU-A06			
	Dell	CN-OY8CFP-74261-637-5F3L-A06			
	Dell	CN-OKHONG-74261-73T-4U1S-A00			
3303	Dell	CN-ONDMRP-74261-345-4KHU			
	Dell	CN-ONDMRP-74261-358-6C2M			

7. 7. Monthly Board Financial Report

Description

Per request of the County Board of Education, attached is the current financial report for January 2023.

Recommendation

For information only.

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 :	12,698,783.00	5,177,430.60	17,876,213.60	6,683,073.06	11,193,140.54	37.38
	FEDERAL REVENUES :	6,380,955.00	312,449.00	6,693,404.00	398,432.05	6,294,971.95	5.95
	OTHER STATE REVENUES :	6,556,114.00	470,730.00-	6,085,384.00	2,919,261.56	3,166,122.44	47.97
	OTHER LOCAL REVENUES :	8,753,499.00	613,461.00	9,366,960.00	810,003.85	8,556,956.15	8.64
* TOTAL YEAR TO DATE REVENUES		* * 34,389,351.00 *	5,632,610.60 *	40,021,961.60 *	10,810,770.52 *	29,211,191.08 *	27.01

EXPENDITURE DETAIL							
	CERTIFICATED SALARIES :	8,116,816.00	326,659.00-	7,790,157.00	3,182,994.84	4,607,162.16	40.85
	CLASSIFIED SALARIES :	9,438,386.00	274,390.00-	9,163,996.00	4,493,181.55	4,670,814.45	49.03
	EMPLOYEE BENEFITS :	8,380,397.00	290,792.00-	8,089,605.00	2,875,360.30	5,214,244.70	35.54
	BOOKS AND SUPPLIES :	952,709.00	120,764.52	1,073,473.52	342,041.06	731,432.46	31.86
	SERVICES, OTHER OPER. EXPENSE:	7,109,263.00	4,338,677.29	11,447,940.29	3,036,875.14	8,411,065.15	26.52
	CAPITAL OUTLAY :	476,231.00	229,823.00	706,054.00	110,198.96	595,855.04	15.60
	DIRECT SUPPORT/INDIRECT COSTS:	418,129.00-	61,496.82-	479,625.82-	419,039.59-	60,586.23-	87.36
* TOTAL YEAR TO DATE EXPENDITURES		* * 34,055,673.00 *	3,735,926.99 *	37,791,599.99 *	13,621,612.26 *	24,169,987.73 *	36.04

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
FUND RECONCILIATION				
9110	CASH IN COUNTY TREASURY	7,625,847.60	3,743,748.35	11,369,595.95

7. 8. Williams Quarter 2 Report

Description

Each year, the County Superintendent of Schools must prepare quarterly reports for the County Board of Education that reflect the results of Williams monitoring visits to schools in the county per California Education Code 1240. AB 599, signed by the Governor in October 2021 included some major changes to Williams Legislation:

Charters are now included in the Williams County Reviews.

Updated Williams list to be based on California's "new" accountability system along with additional criteria schools identified for comprehensive support and improvement (CSI) and additional targeted support and improvement (ATSI) or as low-performing pursuant to specified federal laws, and schools where 15% or more of the teachers are holders of a permit, certificate, or any other authorization that is a lesser certification than a preliminary or clear California teaching credential.

The schools currently identified for monitoring in Yolo County are Elkhorn Village Elementary, Riverbank K-8 Elementary, Stonegate Elementary, and Westfield Village Elementary, Westmore Oaks Elementary (Washington USD), Dingle Elementary, Ramón S. Tafoya Elementary and Lee Middle School (in Woodland JUSD) and Empowering Possibilities International Charter (EPIC).

We do not monitor any schools in Davis JUSD, Esparto JUSD or Winters JUSD but those districts are included in the Uniform Complaints section of the report.

See attached letter.

Recommendation

For Information

Supporting Documents



Q2_YCBE_Letter

Contact Person

Deborah Bruns , Director of Teaching and Learning will present this item.

***Williams Quarterly Report for Three Required Areas and
Optional Reporting of Uniform Complaints
Quarter of October, November, and December 2022***

February 1, 2023

Tico Zendejas, President
Shelton Yip, Vice President
Elizabeth Esquivel
Melissa Moreno
Armando Salud-Ambriz

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 2022-2023 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 Empowering Possibilities International Charter, Washington Unified, and the Woodland Joint Unified school districts for the period of October, November, and December 2022.

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 pursuant to Education Code 44258.9.
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, Westmore Oaks, Dingle Elementary, Lee Middle School, and Ramón S. Tafoya Elementary schools, are functioning. Note that charter schools are not required to have a Uniform Complaint system so there is no data for EPIC.

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, Riverbank Elementary School, Stonegate Elementary School, Westfield Village Elementary School, and Westmore Oaks Elementary

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

Woodland Joint Unified School District:

Dingle Elementary School, Ramón S. Tafoya Elementary School, Lee Middle School

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

Empowering Possibilities International Charger

No visits occurred.

School Facilities:

Washington Unified School District:

Elkhorn Village Elementary School

*Visited on October 4, 2022. School Facility received overall inspection rating: Good (97.28%)
Comments: Elkhorn looks well maintained. The campus could use an infusion of modernization funding to replace the large number of portables on the campus.*

Riverbank Elementary School

*Visited on October 5, 2022. School Facility received overall inspection rating: Good (98.74%)
Comments: Riverbank is overall well maintained for its age. It has a series of portables that could be replaced with modernization funding.*

Stonegate Elementary School

*Visited on October 6, 2022. School Facility received overall inspection rating: Good (96.04%)
Comments: Stonegate is a very well-maintained educational facility.*

Westfield Village Elementary School

*Visited on October 10, 2022. School Facility received overall inspection rating: Good (93.02%)
Comments: Westfield looks well maintained; it will be undergoing modernization next year.*

Westmore Oaks Elementary School

*Visited on October 20, 2022. School Facility received overall inspection rating: Good (98.75%)
Comments: Campus was recently modernized and looks great!*

Woodland Joint Unified School District:**Dingle Elementary School**

*Visited on November 21, 2022. School Facility received overall inspection rating: Good (94.03%)
Comments: Dingle is an older school with a lot of ancillary portables. The district does a good job maintaining the facility to its current condition given the age. Nearly all of the portables are showing signs of age.*

Ramón S. Tafoya Elementary School

*Visited on November 22, 2022. School Facility received overall inspection rating: Good (95.70%)
Comments: Tafoya is a good-looking school. It is one of Woodland Joint's newer schools and looks great for its age!*

Lee Middle School

*Visited on November 21-22, 2022. School Facility received overall inspection rating: Fair (81.25%)
Comments: Lee Middle School looked good overall. There was one electrical item that gave the whole report a lower skewed score. I do not think the final rating is completely indicative of the condition of the school, it is better than the FIT (Facility Inspection Tool) is indicating. With a few days of work from the district's preventative maintenance team, the rating would increase significantly.*

Empowering Possibilities International Charter

*Visited December 21, 2022. School Facility received overall inspection rating: Good (96.88%)
Comments: Great looking school. The staff at EPIC Charter take great care of their facilities to ensure they are clean, safe, and functional!*

School Accountability Report Card:

The SARC reports for 2021-22 will be reviewed in the spring of 2023. Any findings, remedies, and/or schedules for remediation from the Fall of 2022 Williams site monitoring visit should be included in the 2021-22 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 2021-22:**

District	Misassignments	Corrected Misassignments	Vacancies
Washington	18	2	16
Woodland	16	6	6
YCOE	0	0	9
EPIC	2	0	0

Uniform Complaints:

A review of the quarterly submissions from all five Yolo County districts showed: note that charter schools are not required to participate in the Uniform Complaint Procedure. Therefore, EPIC is not included below.

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

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

Sincerely,

Garth Lewis
Yolo County Superintendent of Schools

7. 9. Proposed Dan Jacobs 2023/24 School Calendar

Description

Presented for your consideration is the draft calendar for Dan Jacobs School 2023-24.

Recommendation

This item is information only. Staff will bring this back for final Board approval in March 2023.

Supporting Documents



Copy of 2023-24 Calendar D

Contact Person

Superintendent Garth Lewis will present this item.

Dan Jacobs (Juvenile Hall)

July (20 days extended year)

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

August (14 days)(9 days extended year)

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

September (20 days)

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

October (22 days)

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

November (19 days)

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

December (11 days)

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

January (21 days)

1 ☺	2	3	4	5
8	9	10	11	12
15 ☺	16	17	18	19
22	23	24	25	26
29	30	31		

February (19 days)

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

March (21 days)

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

April (22 days)

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

May (13 days)(9 extended year)

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

June (19 extended year)

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

♠ 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: 8/10/2023
Instructional Days: Regular Year = 180 Extended Year =55
Month() = Teacher Work Days--182
Calendar D Approved:

7. 10. Discuss YCBE Retreat Goals for April 3, 2023 meeting 

Description

For Discussion only.

Recommendation

For Discussion.

Supporting Documents



4-3-23 Board Retreat Agenda

Contact Person

Tico Zendejas, President, Yolo County Board of Education will present this item.

YOLO COUNTY BOARD OF EDUCATION

April 3, 2023

9:00 a.m. – 12:00 p.m.

Board Retreat

YCOE (Davis Conference Room)

- I. Board President Welcome
 - Team Building Exercise (5 min)
- II. YCOE's Mission and Vision (30 min)
- III. Effective Governance Conversation and Agreements (1 hour)
 - Legal Counsel (Presentation)?
 - Communication/Roles between trustees and superintendent
 - Governance mindset
 - Board policy
- IV. Travel Budget
- V. When and How the Board conducts a Self-Evaluation – Sample tools (20 min)
 - Review last self-evaluation completed by trustees
 - Discuss timeline
- VI. Future Agenda Items (10 min)
 - Questions
 - Concerns
 - Other
- VII. Adjournment

8. SUGGESTED FUTURE AGENDA ITEM(S)

Description

- Turnover and emergency credential conditions in YCOE – Future meeting
- Update on EL RISE - Future meeting

9. ADJOURNMENT
