



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

**02/13/2024 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.*



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### **BOARD MEMBERS**

Shelton Yip, President

Armando Salud-Ambriz, Vice President

Elizabeth Esquivel

Melissa Moreno

Tico Zendejas

**All meetings of the Yolo County Board of Education will be held in person at the Yolo County Office of Education, 1280 Santa Anita Court, Suite 120, Woodland, CA. The meeting will be available for live stream viewing via Zoom:**

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- 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.

<b>1. OPENING PROCEDURES</b>	7
1. Call to Order and Roll Call	8
2. Indigenous Land Acknowledgement Statement	9
3. Pledge of Allegiance	10
4. Approval of Agenda Motion to approve Agenda.	11
<b>2. RECOGNITION OF GUESTS AND PRESENTATIONS</b>	12
1. YCOE Employee of the Month - February 2024  For information.	13
<b>3. PUBLIC COMMENT</b>	15
<b>4. REPORTS</b>	16
1. Board Member(s)/Superintendent/Superintendent's Advisory Team (SAT)/Committee(s) 	17
a. Board Reports	
b. Superintendent	
c. Superintendent's Advisory Team (SAT)	
i. Administrative Services Report	
ii. Educational Services Report	
iii. Board Calendar	
d. Committees	
2. Associations (This Item provides an opportunity for YEA/CSEA/AFSCME representatives to address the Board and Public)	27
<b>5. CONSENT AGENDA </b>	28
<p>These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion unless a Trustee or citizen requests that an item(s) be removed for discussion and separate consideration. In that case the designated item(s) will be considered following</p>	

approval of the remaining items:

- a. January 23, 2024 Regular Board Meeting Minutes
- b. January 2024 Temporary County Certificates (TCC's)
- c. Annual Review of the Yolo County Investment Policy 2024

<b>6. ACTION ITEMS</b>	<b>60</b>
1. RESOLUTION #23-24/31 Women's History Month - March 2024 	61
Staff recommends approval of RESOLUTION #23-24/31 Women's History Month - March 2024	
2. RESOLUTION #23-24/30 Cesar Chavez Day - March 31, 2024 	64
Staff recommends approval of RESOLUTION #23-24/30 Cesar Chavez Day - March 31, 2024	
3. RESOLUTION #23-24/29 Arts Education Month - March 2024 	67
Staff recommends approval of RESOLUTION #23-24/29 Arts Education Month - March 2024	
4. RESOLUTION #23-24/32 Authorizing Use of Bridge Financing 2023-24 	70
Staff recommends approval of RESOLUTION #23-24/32 Authorizing Use of Bridge Financing 2023-24	
5. School Site Safety Plan for Cesar Chavez Community School 	73
Staff recommends approval of the School Site Safety Plan for Cesar Chavez Community School.	
6. School Site Safety Plan for Greengate School 	123
Staff recommends approval of the School Site Safety Plan for Greengate School.	
7. Second Reading of Board Bylaws (9000 series) 	170
BB 9500 - Superintendent's Compensation	
Staff recommends approval of BB 9500 - Superintendent's Compensation.	
8. 2024 Ballots for CSBA Delegate Assembly 	176
That the Board take action to vote for Subregion 6-A (Yolo County) Deborah Bautista-Zavala from Woodland JUSD and County Delegate Region 6 (Yolo, Sacramento, Alpine, El Dorado, and Mono Counties) - Shelton Yip (Yolo COE) as noted on the ballots, determine the name of a write-in, or take no action at all.	
<b>7. INFORMATION ITEMS</b>	<b>187</b>
1. Head Start/ Early Head Start Reports 	188
For information.	

2. Cesar Chavez Attendance Reports for February 2024 	214
For information only.	
3. Proposed Dan Jacobs School Calendar 	222
The 2024-25 Dan Jacobs calendar is for information this month and will come back to the Board as an action item at the next Board meeting on March 12, 2024.	
4. Mid-Year Local Control Accountability Plan (LCAP) Board Report 	224
For information.	
5. National External Diploma Program (NEDP) 	269
For information. Approve Implementation of the National External Diploma Program (a program managed by CASAS) by YCOE Adult Ed in the 2023-24 School Year at next month's Regular Board meeting in March.	
6. Williams Quarterly Report on Yolo County Schools in Decile 1-3 & Uniform Complaints for YCOE Schools 	286
For Information.	
7. P-1 Attendance 	291
For information.	
8. Monthly Board Financial Report 	293
For information.	
9. Discuss Yolo County Board of Education's Retreat Goals for April 19, 2024 	295
Staff recommends edits to the agenda for the upcoming Yolo County Board of Education Retreat currently scheduled for April 19, 2024. I have attached a DRAFT agenda for reference.	
<b>8. SUGGESTED FUTURE AGENDA ITEM(S)</b>	<b>298</b>
<b>9. ADJOURNMENT</b>	<b>299</b>

**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](http://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**

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

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## 1. 2. Indigenous Land Acknowledgement Statement

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### 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**

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**1. 4. Approval of Agenda**

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**Recommendation**

Motion to approve Agenda.

**2. RECOGNITION OF GUESTS AND PRESENTATIONS**

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**2. 1. YCOE Employee of the Month - February 2024** 

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**Description**

**YCOE Employee of the Month - February 2024**

Alyssa Alcazar  
Paraeducator  
Whitehead Elementary

**Recommendation**

For information.

**Supporting Documents**



February 2024\_Board Packet

**Contact Person**

Cindy Nguyen, Interim Executive Director, Human Resources will introduce Marty Remmers, Director, Special Education to present this honor to Alyssa Alcazar, Paraeducator, Whitehead Elementary.

# February 2024 Employee of the Month

Alyssa Alcazar  
Paraeducator  
Whitehead Elementary



### 3. PUBLIC COMMENT

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#### Description

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](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.*

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**4. REPORTS**

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

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**Quick Summary / Abstract**

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

**Supporting Documents**



Admin Services update 2.2024



Educational Services Board Update Feb 13



Board Calendar - Feb 2024

## **ADMINISTRATIVE SERVICES FEBRUARY 2024 UPDATES**

Veronica Moreno - Associate Superintendent, Administrative Services

### **External Business Services**

Director, Lorelle Mudd

- First Interim district financial reviews are complete.
- W-2 and 1099 processing/reporting to be completed by the January 31<sup>st</sup> deadline for YCOE and all county school districts.

### **Internal Fiscal Services**

- Recruitment continues for the Director and Accountant positions.
- The team is preparing for the second interim budget reporting period.
- ECE budget development continues in preparation for the grant submission deadline in April.

### **Information & Technology Services**

Director, Carl Fahle

- **INTRANET SHAREPOINT LINKS:** A standardized approach for common navigation and access to internally shared documents and other digital files is now integrated into each division's Intranet web space. This structure aims to provide fast and simplified access to department policies, procedures, training materials, and other resources meant for dissemination among all employees.
- **MERAKI SECURITY CAMERAS:** IT and SOS are conducting a pilot of a security camera system from Meraki, a division of CISCO, to assess the quality, performance, and management of the platform for potential deployment in key areas at Santa Anita, Chavez Community School, and Greengate School.
- **DJUSD & YCOE ITS SQL PROJECT:** The ITS Data Services team collaborated with the Director of Personnel Services at Davis Joint Unified School District to automate the editing of demographic information in the QSS Maintenance Module for all Davis employees. They developed a tailored SQL script to retrieve data from a source table, subsequently updating the demographic information in the QSS destination table specifically for Davis employees. This initiative proved successful, resulting in significant time and manpower savings for the Davis personnel services staff, who were spared the labor-intensive process of manual data entry.
- **ESPARTO LAB MACBOOK LAB:** The College & Career Readiness MacBooks and Storage/Charging carts have been provisioned and are now managed through the agency's Mobile Device Management system (Mosyle MDM). This resource enhances the capabilities of CCR staff, allowing them to provide in-person training, online certification, and ensure that online classes are accessible for adult education learners.

### **Support Operations Services**

Director, Matt Juchniewicz

- Greengate Structural Project  
Bids are due on February 13th. Submitting for Facilities Hardship funding on 2/1/2024 and will begin the financial hardship application process.
- CCCS Outdoor/ECE Expansion Project  
Bids are due on February 13th.



- **Montgomery Playground**  
We are looking forward to spring break as a potential time to install the final surfacing. We have an installation meeting the second week of February to work on logistics.
- **Suite 100 Mezzanine**  
Planning phase to install lift to utilize area.
- **Energy Conservation Project**  
Working through determining if we move forward with project. Dependent on financing.
- **Santa Anita Condensate Repair Project**  
Working with Insurance on project complexities.
- **YCOE Emergency and Safety Project**  
Finishing up site assessments to construct our Emergency Operations Plan.
- **CCCS HVAC Replacement Project**  
Class 1 – ordering a new HVAC unit. Roughly 9 weeks out.
- **Future Greengate Modernization Project**  
Documentation is finished, will be submitting soon.
- **Future ECE campus expansion**  
We will be exploring new utility pull into the new campus once the CCCS project bid results are in.
- **Data Center Fire suppression project**  
Project on hold until we free up time allocation from current projects.
- **January 2023 New Year storms damages**  
We have finished our required documentation and are awaiting clearance to finish category Z funding. We have submitted for roughly a \$265,000 hazard mitigation project for an emergency generator to feed our Data Center in Suite 120. We are working on complexities surrounding the grant requirements.

## **EDUCATIONAL SERVICES DIVISION**

**February 13, 2024**

### **BOARD REPORT**

#### **Early Childhood Education**

*Shannon McClarin, Director*

- Early Childhood Education staff participated in a First Aid and CPR training on January 8th.
- Our Head Start staff participated in full enrollment planning with technical assistance from the Office of Head Start Region 9.
- Shannon McClarin began participating in the 21 California School Leadership Academy (CSLA) professional development series - Leading for Equitable P-3 classrooms
- We hired two new Associate Teachers, one who will work at our Greengate Head Start and another who will work at our Plainfield Head Start classroom
- Our continued funding application for our general childcare contract with the Department of Social services was submitted.
- Many of our Head Start staff participated in a two day Preventative Health and Nutrition training on January 25 and 26.

#### **Equity & Support Services**

*Stan Mojsich, Assistant Superintendent*

- On January 27, YCOE hosted the swearing in ceremony for the 2024 Yolo County Youth Commission. The event was well intended including YCOE School Board President Shelton Yip and Vice-President Armando Salud- Ambriz. Welcoming remarks and the swearing in oath was presided over by Superintendent Garth Lewis and County Supervisor Chair Lucas Frerichs. Following the ceremony, the Youth Commission commenced its inaugural meeting for 2024.
- The Ed Services teams have continued working and collaborating regularly with our school districts to establish communities of practices that will help our educators better support students across Yolo County. Combined our team has directly dedicated over two hundred hours to systems of support for our school districts.
- The Ed Services team met together on Jan 29 in order to dive deeper into the data regarding Yolo county student groups and their results on the California Dashboard.
- In addition to a weekly check in with Educational Services leads from the Yolo County School districts, YCOE has met with all five school district educational leads and their Superintendents to better support Differentiated Assistance and the upcoming LCAP's due in June 2024.
- Working together the Cesar Chavez Team, Equity & Support Services, Teaching & Learning, and Special Projects is in the process of completing and submitting the Full Service community School grant on behalf of Cesar Chavez.

## **Special Projects: Student Services**

*Gayelynn Gerhart, Director*

- Continue to support the work embedded in the Roadmap To The Future
- Continue to provide technical assistance and support for the districts implementing community schools such as the following:
  - Office hours for community school support
  - Held our Yolo County Community Schools community of practice (COP)
  - Attended the Community Schools Learning Series at the Sacramento County Office of Education
  - Participated in a regional community schools' community of practice (COP)
  - Attendance at the District Community Schools Directors Meeting
  - Attendance at the County Offices of Education Network Meeting for Community Schools

\* Hosted the Childcare Connection Network Meeting

## **College and Career Readiness**

*-Karen Swan, Coordinator*

*- An Ta, Program Specialist*

*- [Edwin Ortega Beltran](#), Program Specialist/Administrator*

*College and Career Readiness*

- A new class of YCOE's Adult Education Short Term CTE course: "Social Work and Human Services Work Readines Certificate" started Jan 31, 2024 with 25 students enrolled from across Yolo County who are interested in up-skilling and gaining certifications to progress in their careers or qualify to get jobs in the Health and Social Services fields.

## **College and Career Readiness & Alternative Education**

In honor of CTE (Career Technical Education) Month, we'd like to share some current highlights of the Cesar Chavez Community School's Career Technical Educaiton Program: YCCP (Yolo County Career Program). This program includes a CTE Pathway in Entrepreneurship, which allows students to learn about their own personal career interests through an entrepreneurial lens and gain transferable career readiness skills.

- Three students completed the first course, Entrepreneurship One last semester, and have progressed to Entrepreneurship Two. When they complete ten credits in Entrepreneurship Two, they will be Career Technical Education Pathway Completers and will get a CTE Cord to wear with their gown when they graduate.
- Seven students are enrolled in a Woodland Community College class and are supported by Chavez staff as they learn how to be successful in college classes. This will benefit

them no matter what their post-high school goals are—career training programs all require some form of classes and many apprenticeships include community college classes. By earning early college credit, our students are gaining confidence and skills to succeed in their future career and college endeavors. Last semester one YCCP student took a Community College class and earned an A!

- Three students are interning at Yolo County Office of Education’s Support Operation Services Department this semester, getting a great introduction to skilled trades careers and the variety of career opportunities in Public Agencies. Two students will begin an internship at Greengate School, where they will practice their interpersonal, professional, and project management skills.
- The Yolo County Career Program classroom has a new 3-D Printer and accessories. 3D Printer projects provide students an opportunity to practice design, project management, critical thinking and problem solving. This is also a tool for producing products to sell through their new Student Store.



### **Alternative Education**

*Jared Coughlan, Principal*

- Dan Jacobs held a graduation ceremony for our two graduates. Families and staff were on hand to celebrate their special day.
- Cesar Chavez students will be taking a field trip to the University of California Berkeley in partnership with Brown Issues. The students will get to tour the University, sit in on class as well as talk with students and Brown Issues ambassadors. Everyone will enjoy a nice dinner together before returning to campus.
- Chavez staff met with Performance Fact to review mid -year school data in support of students as part of our conversion to becoming a Full Service Community School and improving supports for our students.
- Our students will begin working with Greengate staff this month as part of a community service/internship program. We are excited to partner with our neighbors next door.
- Los Rios Community College was on campus to help students learn about the application process and the resources available to students.



### **Prevention and Wellness**

Dr. Sonia Quiñones Rambo, Director

- We are continuing to develop wellness centers/ programs throughout the county. We are specifically supporting one wellness center in each district. We have begun work on supporting the Horizon Program and Cesar Chavez Community School on wellness spaces/ programs.
- We are in the beginning stages of designing a Closed Loop Referral System, which will provide opportunities for school sites to monitor referrals for mental health and other Tier 3 services throughout that referral’s lifespan. This project is in partnership with Health and Human Services and will benefit all schools in the county.
- We supported the Woodland Community College Foster an Kinship program through donations toward Valentine’s gifts for foster youth and a celebration this coming Saturday. In December we provided contributions toward 112 stockings that were assembled for our foster youth throughout the county.

### **Teaching & Learning**

*Catherine Irwin, Program Coordinator, Multi-Tiered Systems of Support - Dr. Heather Schlaman, Program Coordinator, Language and Literacy*

- The Teaching and Learning team has begun convening instructional coaches from all Yolo County school districts to provide networking opportunities as well as ongoing professional learning. We currently have 17 coaches representing all five districts participating in these monthly meetings.
- The Teaching and Learning Department collaborated with the California Coalition for Inclusive Learning to begin a Trainer of Trainers module to increase our capacity to support our programs within YCOE and our partner districts to implement Universal Design for Learning. Attendees included YCOE staff from the Special Education Department, Early Childhood Education, College and Career Readiness, and our Teaching and Learning staff.

- On January 31, YCOE partnered with the California School Leadership Academy and the California History and Social Science Project to host the first session of *Ethnic Studies Foundations* for school leaders. This series will engage leaders from throughout the Sacramento region in collaboration with others in like roles to address problems of practice in the implementation of Ethnic Studies programs.
- The Teaching and Learning Team continues to support partner districts in teacher professional development. We are currently collaborating with instructional leaders in the Winters district to facilitate a community of practice for high school teachers focused on quality instruction for students designated as English Learners. We have scheduled professional learning on related topics for two other districts and for Cesar Chavez teachers in the coming weeks.
- The Teaching and Learning team provided multiple professional learning and coaching sessions for Positive Behavior Intervention and Support teams with all our partner districts. One highlight in January was a full day of professional learning facilitated collaboratively by our Teaching and Learning staff and Washington Unified staff. The session focused on reviewing data, systems, and practices to action plan for more equitable outcomes for students.

# Yolo County

## OFFICE OF EDUCATION

### Board Calendar (Meetings, Events and Special Dates)

#### March

Saturday, March 2, 11 am-1 pm, Yolo County Women's History Month Event, location: Gibson House

Monday, March 4, 6:00-8:00 pm, ACSA Region 3 Every Student Succeeding Ceremony, location: Hilton Sacramento Arden West ([tickets](#))

Wednesday, March 6, 2:00-6:00 pm, Job Ready Drop-In Office Hours, location: YCOE Conference Center – repeats every Wednesday through March 27<sup>th</sup>

Wednesday, March 6, Yolo EmpowHER Leadership Conference, location: UC Davis ARC Ballroom

Saturday, March 9, 5:30-9:00 pm, Yolo Crisis Nursery Crab Feed, location: Yolo County Fairgrounds ([tickets](#))

Tuesday, March 12, 3:30 pm, **Board Meeting**

Saturday, March 16, 8:00 am-3:00 pm, Cesar Chavez Youth Leadership Conference, location: UC Davis University Credit Union Center ([register](#))

Monday, March 18, 9:00-11:00 am, Yolo County Elected Officials and Leaders Forum, location: YCOE Conference Center

Tuesday, March 19, 4:00-9:00 pm, 13<sup>th</sup> annual UC Davis Equity and Social Justice Awards, location: UC Davis Conference Center ([register](#))

Friday, March 29, 2:00-5:00 pm, Youth Job and Community Resource Fair, location: Woodland Community Center

#### April

Tuesday, April 9, 3:30 pm, **Board Meeting**

Thursday, April 11, 9 am-3 pm, Davis Inspire Student Career Expo (8<sup>th</sup> grade career fair), location: Sacramento City College -Davis Center

Friday, April 19, 9:00 am-noon, **Board Retreat**

Saturday, April 20, 6-9 pm, United Way California Capital Region Annual Gala, location: Sacramento Memorial Auditorium ([register](#))

Tuesday, April 23, 8:30 am-4:00 pm, Whole Child Equity Summit ([register](#))

Saturday, April 27, Winters Youth Day

#### May

Thursday, May 2, Big Day of Giving

Monday, May 13, 6:00-8:30 pm, SELPA Community Advisory Committee (CAC) Awards, location: YCOE Conference Center

Tuesday, May 14, 3:30 pm, **Board Meeting**

Thursday, May 16, 3:00-6:00 pm, YCOE Staff Appreciation Event, location: Nelsons Grove

## June

Sunday, June 2, 10:00 am-5:00 pm, Yolo County Juneteenth Celebration, location: UC Davis ARC Ballroom

Tuesday, June 11, 3:30 pm, **Board Special Meeting** (Budget Study Session)

Tuesday, June 25, 3:30 pm, **Board Meeting** (Budget & LCAP Adoption)

## August

Monday, August 12, **YCOE Orientation**, location: YCOE Conference Center

## September

Sunday, September 15, 5:30-9:30 pm, Woodland's Dinner on Main, location: Heritage Plaza



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

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## 5. CONSENT AGENDA



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### Quick Summary / Abstract

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

- a. January 23, 2024 Regular Board Meeting Minutes
- b. January 2024 Temporary County Certificates (TCC's)
- c. Annual Review of the Yolo County Investment Policy 2024

### Supporting Documents

-  1-23-24 Minutes
-  TCC's January 2024 8 totals
-  Yolo County Investment Policy 2024 - Highlighted Draft
-  Yolo County Investment Policy 2024 -Clean Draft

**YOLO COUNTY BOARD OF EDUCATION**  
**Regular Meeting: January 23, 2024**  
**MINUTES**

**1.0 OPENING PROCEDURES**

- 1.1 Call to Order and Roll Call. The Yolo County Board of Education met on January 23, 2024, at 3:30 p.m. at a Regular Board meeting session in person. Board Members present were Tico Zendejas, Shelton Yip, Armando Salud-Ambriz. Melisa Moreno and Elizabeth Esquivel are absent. President Yip presided. Superintendent Garth Lewis was present. (Roll Call held). Trustee Esquivel arrived at 3:33 PM
- 1.2 Indigenous 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.  
Motion to Approve agenda.

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

**2.0 RECOGNITION OF GUESTS AND PRESENTATIONS**

- 2.1 2024 Yolo County Teacher of the Year Recognition – Melissa Edsall, Douglass Middle School, Woodland, CA  
Superintendent Garth Lewis presented a plaque and flowers to Ms. Edsall for being chosen as the 2024 Yolo County Teacher of the Year. Assistant Superintendent of Educational Services at Woodland Joint Unified School District, Ricardo Perez highlighted her work this past year along with Cristina Morel, Principal at Douglass Middle School. Julie De Prada-Schott from Schools First presented a check to Ms. Edsall and stated that she is very excited about the current partnership with Yolo County schools. Ms. Edsall thanked everyone for the recognition since teaching is hard and she puts her heart and soul in it and appreciates the recognition.

**Break at 3:42 pm**  
**Returned at 3:47 pm**

- 2.2 YCOE Employee of the Month – January 2024  
Cindy Nguyen, Interim Executive Director, Human Resources introduced Marty Remmers, Director, Special Education who highlighted Heidi Anderson as the January 2024 Employee of the Month.
- 2.3 Yolo County Office of Education Audit Report June 30, 2023  
Veronica Coronado, Associate Superintendent, Administrative Services introduced Jesse Deol, James Marta & Company who presented the PowerPoint “Yolo County

Office of Education Summary of Audit Results, June 30, 2023.”

Trustee Esquivel asked staff what is incorporated in the liabilities (current and long term)? Mr. Deol stated that it is based on timing and what are in current liabilities as of June 30. He also discussed long-term liabilities, revenues, expenses, COPs, and interest.

Other questions included what are the true expenses in the governmental statements? Can you breakdown the numbers for what these revenues are? Including LCFF, property tax, and interest. Mr. Deol stated that there are different taxes that are lumped in and there is a recommendation to increase reserve per 3% which is the minimum requirement by California. He stated that the Board comes up with the reserve amount. If it is lower than the recommended amount, then a statement is created stating why and what the organization is going to do to get a minimum amount. The Board asked if there was a recommendation from Mr. Deol. He stated that you can go as high as you are able to. Auditors tend to be conservative, and the Board needs to discuss this issue. He stated that most districts are 8% and COEs are 5% dependent on activity, and what the reserve cap is.

Ms. Coronado thanked Mr. Deol and his staff for being friendly, thorough, and supportive. She also thanked Crissy Huey and Debra Hinely, former staff members, for their contributions. President Yip is thankful there were no findings.

**3.0 Public Comment**  
None

**4.0 REPORTS**

4.1 Board Reports

Trustee Zendejas

- Happy New Year to all returning staff.
- Attended Capay Valley Medical Center’s Grand Opening
  - Fantastic resources.
- Congratulated Yolo County Office of Education (YCOE) staff for presenting a new class for the Yolo Youth Commission at the Board of Supervisors meeting.
  - Great presentation.

Trustee Esquivel

- Happy New Year to all returning staff. Nothing to report.

Trustee Salud-Ambriz

- Happy New Year to all returning staff.
- Attended first Executive Committee meeting.
  - Currently focusing on growth and career.

- Reminder to register to vote and community should be receiving ballots after February 5.

President Yip

- Attended the Martin Luther King (MLK) celebration at YCOE on January 9, 2024.
  - It was a very nice event.
- Attended MLK Davis Celebration on January 15.
- He is excited to attend Dan Jacobs graduation for two (2) graduates on February 2 at 3 PM.
- Commented that Cecil Aldana, Cesar Chavez Community School student will be honored at the Association of California School Administrators (ACSAs) Every Student Succeeding event on Monday, March 4, 2024, at 6 PM at Hilton Arden West, Sacramento.
- Visited Progress Ranch group home program in Davis.
  - Program received the non-profit of the year award from Senator Bill Dodd.
- Attended the California School Boards Association (CSBA) webinar “Crisis in Schools.”
  - Great information on communication in a school crisis.
- Stated that he is hoping that two (2) current Yolo County board members will be on the California County Board of Education (CCBE) transition committee. The committee will discuss transparency, communications, data, and a new structure. There will be fifteen (15) people on the committee.
- There is also an upcoming county board workshop on March 8 and 9.

Superintendent

Items discussed included:

- Happy New Year to everyone!
- Maria Arvizu Espinoza, former Associate Superintendent, Educational Services has been promoted to Deputy Superintendent.
- Recognized team for work on MLK celebration at YCOE on January 9, 2024.
- Thanked Stan Mojsich, Assistant Superintendent, Equity and Support Services for his work with the Yolo Youth Commission. He noted that the Board of Supervisors approved the second class of commissioners who will make decisions on grant funding to support youth activities, etc. He is looking forward to participating this Saturday at the oath of office for the new class and celebrating those who are moving on.
- On January 30, 2024, Patti Herrera, from School Services of CA will hold the Governor’s Budget Proposal for 2024-25: Implications for Public Education at YCOE. We are currently accepting questions in advance.

SAT

Educational Services

Maria Arvizu-Espinoza, Deputy Superintendent, Educational Services

Items discussed included:

- Every Student Succeeding Awards event where a Cesar Chavez Community School student will be honored. Thanked Chavez staff for playing a major role with students.
- Highlighted Adult Education program in Esparto and English as a Second Language (ESL) classes.
- Appreciates the team at YCOE and thanked fiscal for their hard work.

Administrative Services

Veronica Moreno, Associate Superintendent, Administrative Services

Items discussed included:

- There is currently a consultant in Internal Fiscal Services (IFS). YCOE will continue to have a consultant until we hire for Director position.
- Currently looking for an Accountant.
- Preparing to bring on custodian substitute.

**Trustee Esquivel left at 4:30 PM**  
**Back at 4:34 PM**

- Thanked Support Operations Services (SOS) and maintenance team for all their hard work.
- Superintendent Lewis highlighted that Veronica Moreno has changed her name to Veronica Coronado.

Committees

Trustee Elizabeth Esquivel stated that the policy committee will be meeting soon to discuss any current policies and procedures needed. She will see if they can schedule a meeting soon.

- 2.2 Associations  
None.

**5.0 CONSENT AGENDA**

Motion to Approve Consent Agenda.

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

6.0 ACTION ITEMS

ACTION ITEMS

- 6.1 RESOLUTION #23-24/25 Black History Month – February 2024  
Motion to approve RESOLUTION #23-24/25 Black History Month – February 2024

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

Vice President Salud-Ambriz presented resolution to Marlene Bell. Marlene Bell commented on educators providing resources and delivering high quality programs. She thanked the county office for being successful in delivering the history of African Americans. She also thanked the Board and Superintendent Lewis for the honor.

- 6.2 RESOLUTION #23-24/26 In Support of Farm Connection Day, May 3, 2024

Motion to approve RESOLUTION #23-24/26 In Support of Farm Connection Day, May 3, 2024

Trustee Esquivel presented the resolution to Gary Wegener, Jennifer Beermann, and Caitlin Koch. Mr. Wegener commented on program and how it has expanded. This resolution gives structure to control and provide an excellent program. Mr. Wegener invited new Board members to visit them on Farm Connection Day and assured them that they will be very impressed with program.

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

- 6.3 RESOLUTION #23-24/27 Career Technical Education (CTE) Month – February 2024

Motion to approve RESOLUTION #23-24/27 Career Technical Education Month – February 2024

President Shelton Yip presented the resolution to Karen Swan, Program Coordinator, YCOE and discussed how his nieces took CTE classes when they were in school and how it affected them through life. Ms. Swan accepted on behalf of youth in Yolo County. She thanked district and community partners for their support.

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

- 6.4 RESOLUTION #23-24/28 Support of Applications for Eligibility Determination and Funding; Designation of Authorized District Representatives  
Matthew Juchniewicz presented resolution. No questions.

Motion to approve RESOLUTION #23-24/28 Support of Applications for Eligibility Determination and Funding; Designation of Authorized District Representatives

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

- 6.5 School Accountability Report Cards (SARCs)  
Stan Mojsich, Assistant Superintendent, Equity and Support Services presented this item. No questions.

Motion to approve School Accountability Report Cards (SARCs).

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

- 6.6 Second Reading of Board Policies (9000 series)  
Motion to approve Board Policy:

BB 9323 – Meeting Conduct

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

7.0 **INFORMATION ITEMS**

- 7.1 Head Start/Early Head Start Reports  
Shannon McClarin, Director, Early Childhood Education presented this item.

Updates:

Updates on construction at Head Start Montgomery site.

- Structures in the play yard have begun.
- Ground surfacing will be done on spring break.

President Yip asked what are improvements? Ms. McClarin stated:

- Fenced in play yard.
- Fencing with ground cover.
- Fixtures updated.



- 7.2 Cesar Chavez Community School Attendance Report for January 2024
- Jared Coughlan, Principal, Cesar Chavez Community School presented the PowerPoint.
  - Complimented Matt Juchniewicz, Director, SOS and team for their work on the extension program room created over holiday break.
  - Currently there are two (2) graduates at Dan Jacobs.
  - The projection for Cesar Chavez Community School graduates is eight (8) seniors right now.

**Trustee Zendejas left meeting at 4:55 PM**

- 7.3 Consolidated Application Winter Release  
Stan Mojsich, Assistant Superintendent, Equity and Support Services presented this item. The Winter report was due in June of last year due to differences in the deadline cycles because of COVID-19. We are now back on schedule. He thanked Data Analyst, Sonia Pizano, Corwin Lowe, Assistant Director, Internal Fiscal Services (IFS) and Gayelynn Gerhart, Director, Special Projects for their work on the document.
- 7.4 Disposition of Surplus Equipment  
Veronica Coronado, Associate Superintendent, Administrative Services presented this item. These items are now obsolete and not utilized. Trustee Salud-Ambriz asked if it was possible to donate or exchange these items to programs or services that support school districts in Michoacan, Mexico who have little or no resources. Carl Fahle, Director of Information Technology discussed our current procedures and laws in regard to donations outside of our state or country. Currently there is a new e-waste law, SP 568, which makes it a crime to ship e-waste to a different country, or to another state to be exported—unless the exporter first attempts to find a recycler in California to take the waste. Trustee Salud-Ambriz asked what is considered e-waste? Mr. Fahle stated that it can include computers, adapters, mice, anything generally related to computing or information technology. Trustee Salud Ambriz asked staff if they could send him the policy and information on the new law SP 568 to review. Ms. Coronado also commented that YCOE works with Yolo Employment Services (YES) on e-waste collection who train and employ people with disabilities.
- 7.5 Monthly Board Financial Report  
Veronica Coronado, Associate Superintendent, Administrative Services presented this item. No questions.
- 7.6 First Reading of Board Bylaws (9000 series)  
BB 9500 – Superintendent’s Compensation  
Superintendent Lewis presented this item. He addressed the previous question on benefits eligibility criteria. This policy will be brought back to the Board for Action at next meeting.
- 7.7 Discuss Yolo County Board of Education’s Retreat Goals for April 12, 2024

President Yip stated that the retreat is currently on the calendar for April 12 but we will need to change to April 19. He stated that Trustees Moreno and Zendejas are ok with change. Staff will change the date of retreat and he asked the Board to think about items to add to agenda which currently include budget, travel, effective governance, and the role of the county committee (possible to bring in attorney to discuss this item). Other items requested include facilities update and a Roadmap to the Future update.

8.0 Suggested future agenda items.

- EL RISE – Future meeting.
- Status of Juvenile Hall – Cost and how many students (requested by Trustee Moreno at Board Retreat)

9.0 ADJOURNMENT. Adjourned at 5:15 PM

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

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Garth Lewis, Superintendent

YOLO COUNTY OFFICE OF EDUCATION  
 TEMPORARY COUNTY CERTIFICATES  
 FOR DISTRICTS

January 2024

Davis Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Esparto Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Washington Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Auna Godinez Magaña	Short Term Staff Permit

Winters Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Woodland Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Celia Amato	Short Term Staff Permit
Robert Ruport	Short Term Staff Permit
Jacqueline Leary	Single Subject Credential
Stephen Sullivan	Intern Credential
Mary Ellis	Prospective Substitute Teacher Permit

Yolo County Office of Education

Applicant Name	Type of Credential/Permit/Certificate
Mary Ann Bingham	CD Associate Teacher Permit
Isabel Amundsen	CD Teacher Permit

**Total TCC's for the Month of January 2024: 8**

## County of Yolo Administrative Policies and Procedures Manual

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**TITLE:** Investment Policy

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**Department:** Financial Services

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**TYPE:** POLICY

**DATE:** December ~~56~~, 202~~32~~

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### A. **PURPOSE**

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

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

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

### B. **APPLICABILITY**

This policy will cover the period of January 1, ~~2023~~-2024 through December 31, ~~2023~~2024.

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

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### C. STANDARD OF CARE

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

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

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

### D. PUBLIC TRUST

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

### E. OBJECTIVES

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

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

### F. DELEGATION OF AUTHORITY

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

The Board of Supervisors has designated the Chief Financial Officer as its agent authorized to make investment decisions after considering the strategy proposed by the investment advisor.

## County of Yolo Administrative Policies and Procedures Manual

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### G. ETHICS AND CONFLICT OF INTEREST

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

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

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

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

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

## County of Yolo Administrative Policies and Procedures Manual

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

### H. INTERNAL CONTROLS

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

### I. CASH MANAGEMENT

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

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

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

### J. AUTHORIZED FINANCIAL DEALERS AND QUALIFIED INSTITUTIONS

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

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

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

## 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. [For securities eligible for investment under this subdivision not issued or guaranteed by an agency or issuer identified in subdivision \(1\) or \(2\), the following limitations apply:](#) 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.

## County of Yolo Administrative Policies and Procedures Manual

- d. Funds obtained or funds within the pool of an equivalent amount to that obtained from selling a security to a counterparty using a reverse repurchase agreement shall not be used to purchase another security with a maturity longer than 92 days from the initial settlement date of the reverse repurchase agreement, unless the reverse repurchase agreement includes a written codicil guaranteeing a minimum earning or spread for the entire period between the sale of a security using a reverse repurchase agreement and the final maturity date of the same security.
- e. Investments in reverse repurchase agreements or similar investments in which the County sells securities prior to purchase with a simultaneous agreement to repurchase the security shall be made only with primary dealers of the Federal Reserve Bank of New York or with a nationally or state-chartered bank that has or has had a significant banking relationship with a local agency. A significant banking relationship is defined by any of the following activities of a bank:
  - i. Involvement in the creation, sale, purchase, or retirement of the County's bonds, warrants, notes, or other evidence of indebtedness.
  - ii. Financing of the County's activities.
  - iii. Acceptance of the County's securities or funds as deposits.

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.

## County of Yolo Administrative Policies and Procedures Manual

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

### M. MAXIMUM MATURITY

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

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

## County of Yolo Administrative Policies and Procedures Manual

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requirements for the next six months, or provide an explanation as to why sufficient money shall, or may, not be available.

This quarterly report shall be available within 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

## County of Yolo Administrative Policies and Procedures Manual

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

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

### 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

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**TITLE:** Investment Policy

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**Department:** Financial Services

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**TYPE:** POLICY

**DATE:** December 5, 2023

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### A. PURPOSE

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

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

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

### B. APPLICABILITY

This policy will cover the period of January 1, 2024 through December 31, 2024.

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

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## C. STANDARD OF CARE

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

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

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

## D. PUBLIC TRUST

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

## E. OBJECTIVES

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

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

## F. DELEGATION OF AUTHORITY

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

The Board of Supervisors has designated the Chief Financial Officer as its agent authorized to make investment decisions after considering the strategy proposed by the investment advisor.



# County of Yolo Administrative Policies and Procedures Manual

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## G. ETHICS AND CONFLICT OF INTEREST

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

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

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

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

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

# County of Yolo Administrative Policies and Procedures Manual

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

## H. INTERNAL CONTROLS

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

## I. CASH MANAGEMENT

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

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

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

## J. AUTHORIZED FINANCIAL DEALERS AND QUALIFIED INSTITUTIONS

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

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

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

# 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

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

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

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

8. **Medium-Term Corporate Notes.** Notes issued by corporations organized and operating within the United States or by depository institutions licensed by the U.S. or any state and operating within the U.S. Medium-term corporate notes shall be rated in a rating category "A", the equivalent or higher by a nationally recognized statistical rating organization (NRSRO) 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

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10. Negotiable Certificates of Deposit. Negotiable certificates of deposit issued by a nationally or state-chartered bank or a state or federal savings and loan association or by a federally-licensed or a state-licensed branch of a foreign bank that is rated in a rating category of "A" long-term or "A-1 short-term, the equivalent or higher by a nationally recognized statistical rating organization (NRSRO). Purchases of all negotiable certificates of deposit may not exceed 30 percent of the County's investment portfolio.
11. Local Government Investment Pools. (Either state-administered or through joint powers statutes and other intergovernmental agreement legislation.) Investments may be maximized to the level allowed by the State and should be reviewed periodically. Investment objectives, limitations, and controls of each pool must be consistent with this policy.
12. Money Market Funds. Shares of beneficial interest issued by diversified management companies that are money market mutual funds registered with Securities and Exchange Commission under the Investment Company Act of 1940. To be eligible for investment pursuant to this subdivision these companies shall either: (1) attain the highest ranking letter or numerical rating provided by not less than two of the largest nationally recognized statistical rating organizations or (2) have retained an investment advisor registered or exempt from registration with the Securities and Exchange Commission with not less than five years experience investing in securities and obligations authorized by Government Code Section 53601 and with assets under management in excess of \$500,000,000. Money Market Funds shall not exceed 20 percent of the investment portfolio of the County as recorded at purchase price on date of purchase.
13. Asset-Backed Securities. Any mortgage pass-through security, collateralized mortgage obligation, mortgage-backed or other pay-through bond, equipment lease-back certificate, consumer receivable pass-through certificate, or consumer receivable-backed bond. For securities eligible for investment under this subdivision not issued or guaranteed by an agency or issuer identified in subdivision (1) or (2), the following limitations apply: 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.

## County of Yolo Administrative Policies and Procedures Manual

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- d. Funds obtained or funds within the pool of an equivalent amount to that obtained from selling a security to a counterparty using a reverse repurchase agreement shall not be used to purchase another security with a maturity longer than 92 days from the initial settlement date of the reverse repurchase agreement, unless the reverse repurchase agreement includes a written codicil guaranteeing a minimum earning or spread for the entire period between the sale of a security using a reverse repurchase agreement and the final maturity date of the same security.
  - e. Investments in reverse repurchase agreements or similar investments in which the County sells securities prior to purchase with a simultaneous agreement to repurchase the security shall be made only with primary dealers of the Federal Reserve Bank of New York or with a nationally or state-chartered bank that has or has had a significant banking relationship with a local agency. A significant banking relationship is defined by any of the following activities of a bank:
    - i. Involvement in the creation, sale, purchase, or retirement of the County's bonds, warrants, notes, or other evidence of indebtedness.
    - ii. Financing of the County's activities.
    - iii. Acceptance of the County's securities or funds as deposits.
- 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.

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# County of Yolo Administrative Policies and Procedures Manual

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# County of Yolo Administrative Policies and Procedures Manual

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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



## County of Yolo Administrative Policies and Procedures Manual

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

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

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

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

### **U. AUDIT**

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

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

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

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

**6. ACTION ITEMS**

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**6. 1. RESOLUTION #23-24/31 Women's History Month - March 2024** 

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**Description**

Approve RESOLUTION #23-24/31 Women's History Month - March 2024

**Recommendation**

Staff recommends approval of RESOLUTION #23-24/31 Women's History Month - March 2024

**Supporting Documents**



Women's History Month

**Contact Person**

Trustee Elizabeth Esquivel will present this resolution to the family of Evelia Genera.



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

**Resolution #23-24/31 Women’s History Month – March 2024  
“Women Who Advocate for Equity, Diversity and Inclusion”**

**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 2024 Women’s History theme, “Women Who Advocate for Equity, Diversity and Inclusion,” recognizes women throughout the country who understand that, for a positive future, we need to eliminate bias and discrimination entirely from our lives and institutions; 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 2024 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 13, 2024 by the following vote:

**AYES:**

**NOES: None**

**ABSTAIN: None**

**ABSENT: None**

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Shelton Yip, President  
Yolo County Board of Education

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Garth Lewis,  
Yolo County Superintendent of Schools

**6. 2. RESOLUTION #23-24/30 Cesar Chavez Day - March 31, 2024** 

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**Description**

Approve RESOLUTION #23-24/30 Cesar Chavez Day - March 31, 2024

**Recommendation**

Staff recommends approval of RESOLUTION #23-24/30 Cesar Chavez Day - March 31, 2024

**Supporting Documents**



Cesar Estrada Chavez Day

**Contact Person**

Vice President Armando Salud-Ambriz will present this resolution to Cirenio Rodriguez.



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

**Resolution #23-24/30 Cesar Estrada Chavez Day – March 31, 2024**

**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, 2024 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 13, 2024 by the following vote:

**AYES:**

**NOES: None**

**ABSTAIN: None**

**ABSENT: None**

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Shelton Yip, President  
Yolo County Board of Education

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Garth Lewis  
Yolo County Superintendent of  
Schools



**6. 3. RESOLUTION #23-24/29 Arts Education Month - March 2024** 

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**Description**

Approve RESOLUTION #23-24/29 Arts Education Month - March 2024

**Recommendation**

Staff recommends approval of RESOLUTION #23-24/29 Arts Education Month - March 2024

**Supporting Documents**



Arts Education

**Contact Person**

Trustee Melissa Moreno will present this resolution to Dennis Meeks, Teacher, YCOE Horizon Program.



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

**Resolution #23-24/29: Arts Education Month – March 2024**

**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 2024 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 13, 2024 by the following vote:

**AYES:**

**NOES: None**

**ABSTAIN: None**

**ABSENT: None**

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Shelton Yip, President  
Yolo County Board of Education

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Garth Lewis  
Yolo County Superintendent of Schools

**6. 4. RESOLUTION #23-24/32 Authorizing Use of Bridge Financing 2023-24** 

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**Description**

Approve RESOLUTION #23-24/32 Authorizing Use of Bridge Financing 2023-24

**Recommendation**

Staff recommends approval of RESOLUTION #23-24/32 Authorizing Use of Bridge Financing 2023-24

**Supporting Documents**

 2024\_01\_23\_Greengate\_Updated Draft Resolution

**Contact Person**

Matt Juchniewicz, Director, Support Operations Services will present this item.

**YOLO COUNTY BOARD OF EDUCATION AND  
YOLO COUNTY SUPERINTENDENT OF SCHOOLS**

**RESOLUTION 23-24/32 AUTHORIZING USE OF BRIDGE FINANCING 2023-2024**

**WHEREAS**, The Yolo County Office of Education (“COE”) has a need for the expenditure of funds to cover costs in a structural and roofing repair project at the Greengate campus, and costs incidental thereto (“Project”);

**WHEREAS**, the COE is applying for financial hardship funding for the Project from the Office of Public School Construction (“OPSC”);

**WHEREAS**, the COE has consulted with OPSC and has determined that the urgency of the project is such that initiation of the project must occur prior to receipt of State funding.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Education of the Yolo County Office of Education, as follows:

**Section 1.** All of the recitals herein contained are true and correct and the Board so finds.

**Section 2.** The COE authorizes funds from COE’s FD 01 fund, the COE’s FD 20 fund, the COE’s FD 26 fund, funds held for construction of various facilities to benefit the COE, or monies from other COE funds or accounts utilized to pay such costs, in the amount of \$3,275,000, to be used for the project(s), which funds shall be repaid within 60 days after receipt of any State funding for the project.

**Section 3.** The Board recognizes and accepts the fact that there is no guarantee of State funding for this project and proceeds at their own risk.

**Section 4.** COE staff is hereby authorized and directed, jointly and severally, to do any and all things which they may deem necessary or advisable in order to consummate the transactions herein authorized and otherwise to carry out, give effect to and comply with the terms and intent of this Resolution, including, without limitation, executing agreements, certifications and other necessary documents and transmitting documents to OPSC to indicate compliance with OPSC regulations.

**Section 5.** All actions heretofore taken by the officers, employees and agents of the COE with respect to the transactions set forth above are hereby approved, confirmed and ratified.

**Section 6.** This Resolution shall take effect from and after its date of adoption.

**ADOPTED, SIGNED AND APPROVED** this 13<sup>th</sup> day of February, 2024, by the Board of Education of the Yolo County Office of Education of the County of Yolo, State of California.

THE BOARD OF EDUCATION OF THE YOLO  
COUNTY OFFICE OF EDUCATION

By: \_\_\_\_\_  
Shelton Yip, President of the Yolo County  
Board of Education

By: \_\_\_\_\_  
Garth Lewis, Clerk/Secretary of the Yolo  
County Board of Education

DRAFT

## 6. 5. School Site Safety Plan for Cesar Chavez Community School

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### **Description**

Approve the School Site Safety Plan for Cesar Chavez Community School.

### **Recommendation**

Staff recommends approval of the School Site Safety Plan for Cesar Chavez Community School.

### **Supporting Documents**



2023-2024 Safety Plan

### **Contact Person**

Jared Coughlan, Principal, Cesar Chavez Community School will present these item.

# Comprehensive School Safety Plan


**2023-2024  
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:** 02/13/2024  
**Date of Update:** January 2024  
**Date of Review:**  
 - with Staff 01/31/2024  
 - with Law Enforcement 2/6/2024  
 - with Fire Authority 2/2/2024

**Approved by:**

Name	Title	Signature	Date
Jared Coughlan	Principal		
Alejandra Lopez	Youth Development Specialist		
Bruce Lewis	Site Council President		
Lisa Munoz	Support Staff/Site Council		
Stan Mojsich	YCOE Assistant Superintendent		



Name	Title	Signature	Date
Lieutenant Danzl	Woodland Police Department		
Chief Zane	Woodland Fire Department	Virtual	

## Table of Contents

Comprehensive School Safety Plan Purpose.....	5
Safety Plan Vision.....	5
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).....	16
(K) Hate Crime Reporting Procedures and Policies.....	21
(J) Procedures to Prepare for Active Shooters.....	21
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	23
Safety Plan Review, Evaluation and Amendment Procedures.....	24
Safety Plan Appendices.....	25
Emergency Contact Numbers.....	26
Safety Plan Review, Evaluation and Amendment Procedures.....	27
Cesar Chavez Community School Incident Command System.....	28
Incident Command Team Responsibilities.....	29
Emergency Response Guidelines.....	30
Step One: Identify the Type of Emergency.....	30
Step Two: Identify the Level of Emergency.....	30
Step Three: Determine the Immediate Response Action.....	30
Step Four: Communicate the Appropriate Response Action.....	32
Types of Emergencies & Specific Procedures.....	35
Aircraft Crash.....	35

Animal Disturbance .....	35
Armed Assault on Campus .....	35
Biological or Chemical Release.....	37
Bomb Threat/ Threat Of violence .....	38
Bus Disaster.....	39
Disorderly Conduct .....	40
Earthquake.....	41
Explosion or Risk Of Explosion .....	41
Fire in Surrounding Area .....	42
Fire on School Grounds.....	43
Flooding .....	43
Loss or Failure Of Utilities .....	44
Motor Vehicle Crash .....	46
Psychological Trauma.....	46
Suspected Contamination of Food or Water .....	46
Tactical Responses to Criminal Incidents .....	46
Unlawful Demonstration or Walkout.....	47
Emergency Evacuation Map.....	48

## 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 know of or observe a child whom the mandated reporter knows, or suspects, has been the victim of child abuse or neglect. All YCOE staff receive training in mandated reporting procedures every year. (Penal Code 11166)

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

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

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

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

Each classroom has a 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.

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 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 unmistakable 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 regarding 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 designer. The Assistant Superintendent of Equity and Support Services or designer will conduct fact-finding about the appeal and render a decision promptly. The decision of the Assistant Superintendent of Equity and Support Services or designer 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 suspected of any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, except 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 authority 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 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 school-sponsored or school-related activities. The County Office also prohibits retaliatory behavior or action against any person who reports, files a complaint, 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 by 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 a school-sponsored or school-related activity violates 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, and spaghetti straps (all straps must be a minimum of 1-1/2" wide).
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 that are crude, vulgar, profane, or sexually suggestive or which advocate racial, ethnic, or religious prejudice or the use of drugs or alcohol, this includes the brand Cookies and Backwoods. 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 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.
9. Backpacks and purses are not allowed on campus. A small purse may be carried for personal hygiene products. Any backpacks or bags that a student needs to bring will be checked in the office until the end of the day.

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. School staff will make every effort 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. Woodland Fire Department will be notified immediately if any traffic control measure is undertaken.
  - 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 Deputy 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	Jared Coughlan, Principal	2023-2024
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	Jared Coughlan, Principal	2023-2024
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	Jared Coughlan, Principal	2023-2024
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	Jared Coughlan, Principal	2023-2024
Update and maintain bell, PA, and fire alarm systems.	Implement testing of systems at regular intervals. The administration office had no public address system, one was ordered and will be installed by Support Operation Services. Window blinds were ordered for classrooms with broken blinds.	County Office Director of Support Operations Services (Matt Juchniewicz)	Jared Coughlan, Principal	2023-2024

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)	Jared Coughlan Principal	2023-2024
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	Jared Coughlan, Principal Candi Martinez, Administrative Assistant	2023-2024
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	Jared Coughlan, Principal Candi Martinez, Administrative Assistant	2023-2024
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 the School Handbook annually and reviewed during new student orientation and/or at the beginning of each school year.	Student Handbook	Jared Coughlan, Principal Candi Martinez, Administrative Assistant	2023-2024

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	Jared Coughlan, Principal Candi Martinez, Administrative Assistant	2023-2024

**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	Jared Coughlan, Principal	2023-2024
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	Jared Coughlan, Principal	2023-2024
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	Jared Coughlan, Principal	2023-2024
Develop practices that ensure equity for all youth.	Contract professional development and opportunities that foster equitable practices.	Teachers, para-educators, counselors, and administrators	Jared Coughlan, Principal	2023-2024
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. Provide professional development in the field of Restorative Justice and Practices as well as Trauma Informed Care.	Teachers, para-educators, counselors, and administrators	Jared Coughlan, Principal	2023-2024

**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.	Program Coordinator M.T.S.S. (Cathie Irwin) Program Coordinator Language and Literacy (Heather Schlaman) Reading with Relevance UC Davis Yolo Arts CommuniCare Mindset Academy Performance Fact	Jared Coughlan-Principal	2023-2024

**(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, and 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 with lights turned off and window blinds closed. 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. Quarterly safety meetings will be conducted to identify all safety concerns.

During this review, it was determined that the administrative office did not have a sound system allowing for the P.A. system to be heard. One was ordered and will be installed by S.O.S. upon its arrival.

The radios that staff used for communication were determined to be insufficient. New better-quality radios were purchased and provided to each staff member.

As part of the Greengate/Chavez update project Cesar Chavez will receive an updated camera system as well as more secure fencing to provide maximum safety for students and staff.

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

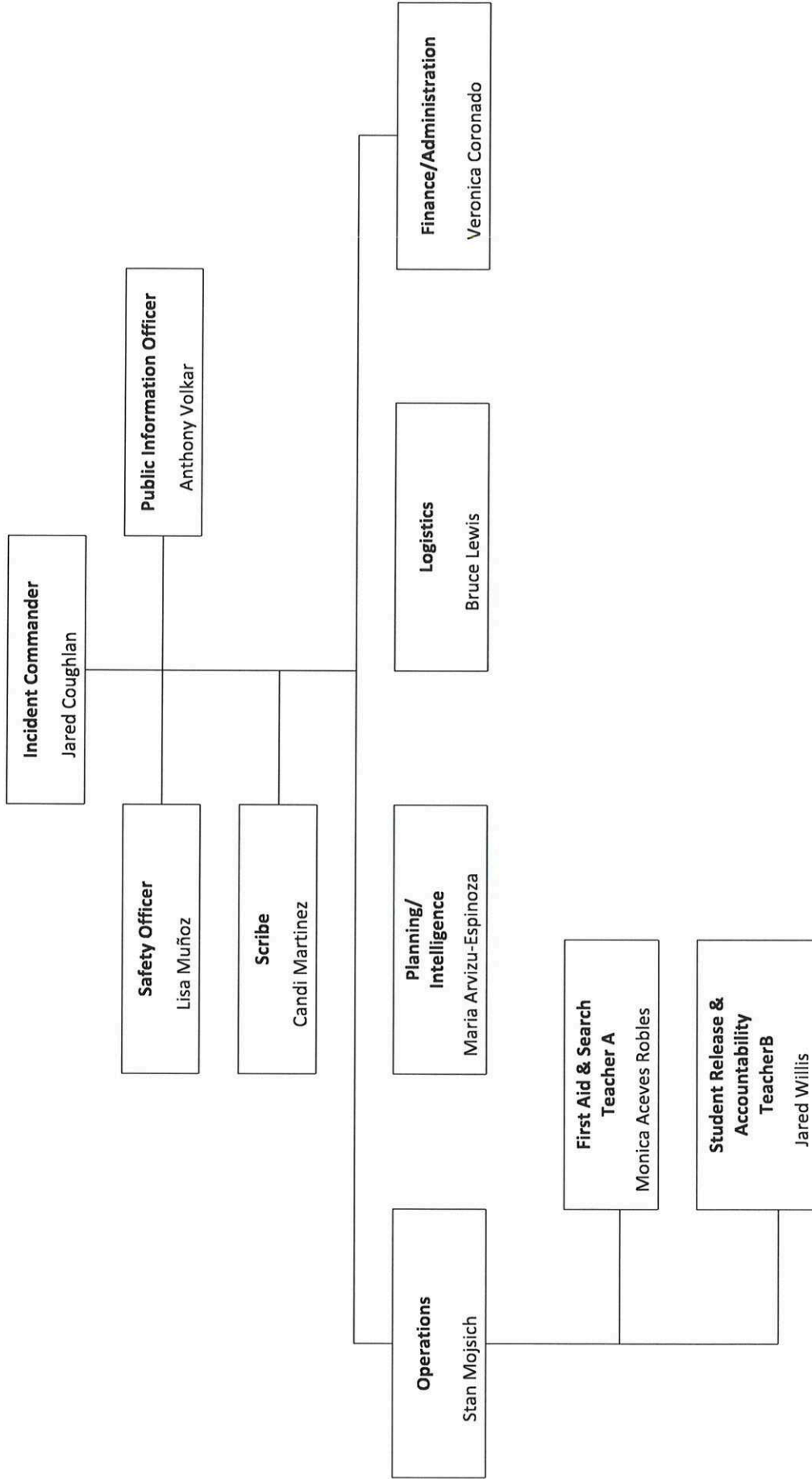
#### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Police, Fire, Ambulance	911	530-666-6612 (non-emergency)
School District	Director of Support Operations Services	530-668-3777	
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	
Emergency Services	Animal Control	530-668-5287	

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

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
School Safety Committee to review plan, solicit input from staff		Copy of current year's Comprehensive Safety Plan is available in the main office.
Staff Safety Drills	9/12/23, 2/8/24, 3/26/24, 5/22/24	Discuss Changes to Safety Plan with Staff
Conduct Safety Drills, Participate in the National Earthquake Drill.	9/12/23, 2/8/24, 3/26/24, 5/22/24	Campus-wide drills
Debrief Safety Drills with staff (solicit parent and student input)	After each drill as well as after any actual emergency	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)	2/5/2024	Plan approved unanimously
Board Meeting to approve safety plan	2/13/2024	Sent to YCOE for inclusion on Board Agenda

**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, this information MUST be communicated to the school office immediately. In an emergency, it is important to set up an Incident Command Center to coordinate communication and facilitate the implementation of emergency procedures and coordination of emergency services. In most cases, the school office will call 911 when emergency services are required. All details known regarding an emergency must be 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. Yolo County Office of Education Leadership will then be informed of the emergency.

### 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 the 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 intruders, 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 the back door if possible

Take attendance and give the Incident Commander the names of missing or extra students

If outdoors and away from the school,

Escort students to evacuation site #2 and keep them contained

Take roll and alert the 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 the 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: The 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 the 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 the 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 the Public Information Officer to prepare appropriate parent, community, and media notifications 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 IDs 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)

Site administrator/designee will debrief with staff as soon as possible after the event is cleared.

## **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

Contact County Animal Control (number listed on emergency contact page) if deemed necessary

Establish an Incident Command Post (ICP)

Contact the site's First Responders

Notify appropriate county office officials (Assistant Superintendent of Equity and Support Services and Director of Support Operations Services)

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

If necessary, initiate Student Release procedures

Prepare incident status reports 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 an 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 severe 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 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 the administrator or designee, follow the 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 the 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 protection.

#### C. Staff (Outside School)

1. If in contact with the administrator or designee, follow the 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 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 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 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 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.

The person receiving 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 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 the district Safety Coordinator, Assistant Superintendent of Equity and Support Services, and Superintendent's office
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 Woodland Joint Unified School District 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 the destination, move on to the sidewalk.
6. Line up with the teacher at the front of the line. Keep everyone calm, silent, and in single/double file lines.
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.
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 the fire alarm has been sounded
- If needed, announce changes in EVACUATION routes due to incident location
- Establish an Incident Command Post (ICP)
- Contact the 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 notifications 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 Woodland Joint Unified School District 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 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 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 at the front of the line. Keep everyone calm, silent, and in single/double file lines.
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-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) the Greengate parking lot, 3) the 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 the 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 Woodland Joint Unified School District 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 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 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 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.
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 the site's First Responders
- Notify appropriate County Office officials (Assistant Superintendent of Equity and Support Services and District Safety Coordinator)
- Work with the Public Information Officer to prepare appropriate parent, community, and media notifications 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 the site's First Responders
- Notify appropriate County Office officials (Assistant Superintendent of Equity and Support Services and District Safety Coordinator)
- Work with the Public Information Officer to prepare appropriate parent, community, and media notifications by text, email, or other communication means
- 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

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
- 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:

- The 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:

- The 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, 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 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 which may cause a spark  
Leave doors open to provide ventilation in the building  
Turn off the HVAC system to the entire campus  
The School Incident Commander will call 911:  
Give the location of the gas leak - what building and what's leaking, if known  
Describe the best UPWIND access point for emergency responders (driveways/gates)  
Request the 911 operator to call the 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 the Public Information Officer to prepare appropriate parent, community, and media notifications 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 which may cause a spark  
Leave doors open to provide ventilation in the building  
Turn off the HVAC system to the entire campus  
The School Incident Commander will call 911:  
Give the location of the gas leak - what building and what's leaking, if known  
Describe the best UPWIND access point for emergency responders (driveways/gates)  
Request the 911 operator to call the 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 leak  
Notify appropriate School District officials (Assistant Superintendent of Equity and Support Services and Director of Support Operations Services)  
Work with the Public Information Officer to prepare appropriate parent, community, and media notifications 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 the location and nature of the electrical problem

Describe the best access point for emergency responders (driveways/gates)

Request the 911 operator to call the 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 the Public Information Officer to prepare appropriate parent, community, and media notifications by text, email, or other communication means

Direct staff to attempt to shut down electrical at the 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 the weight or effect of water may cause the 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 (Assistant Superintendent of Equity and Support Services and Director of Support Operations Services)

Work with the Public Information Officer to prepare appropriate parent, community, and media notifications 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. YCOE management would be notified.

**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. CommuniCare is on campus five days per week and additional support would be requested if needed. YCOE management would be notified.

**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. YCOE management would be notified.

**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. YCOE management would be notified.

**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. YCOE management would be notified.



## Emergency Evacuation Map

# CESAR CHAVEZ COMMUNITY SCHOOL EVACUATION MAP




## Map Legend

 Assembly Area

 Pedestrian Evacuation Route

 Bus Loading Zone

 Parking Lot

 Vehicular Evacuation Route

 First Responder Ingress/Egress

## 6. 6. School Site Safety Plan for Greengate School

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### **Description**

Approve the School Site Safety Plan for Greengate School.

### **Recommendation**

Staff recommends approval of the School Site Safety Plan for Greengate School.

### **Supporting Documents**



2023\_Comprehensive\_School\_Safety\_Plan\_Yolo\_County\_Special\_Education 1-30-24

### **Contact Person**

Eddie Graziano, Principal, Greengate School and Marty Remmers, Director of Special Education will present this item.

# Comprehensive School Safety Plan

**2023-2024  
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:** 2/13/24  
**Date of Update:** 1/24/24  
**Date of Review:**  
- with Staff 1/24/24  
- with Law Enforcement 2/6/24  
- with Fire Authority 2/6/24

**Approved by:**

Name	Title	Signature	Date
Marty Remmers	YCOE Director of Special Education		
Eddie Graziano	YCOE Special Education Principal		
Maria Arvizu-Espinoza	YCOE Deputy 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 .....	40
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 Eddie Graziano and Greengate Safety Committee

### **Assessment of School Safety**

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

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

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

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

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

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

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

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

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

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

Each classroom has an Emergency Response binder that contains 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, 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 how 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 violates 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 violates 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 discouraging 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 (Eddie Graziano)	Eddie Graziano, Principal	2023-2024
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 (Eddie Graziano)	Eddie Graziano, Principal	2023-2024
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 (Eddie Graziano)	Eddie Graziano, Principal	2023-2024

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
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 (Eddie Graziano)	Eddie Graziano, Principal	2023-2024
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)	Eddie Graziano, Principal	2023-2024
Increase emergency communication to staff and parents/guardians.	Implement emergency communication tests at regular intervals. School Messenger All Calls Greengate Teams - Office 365	Current School Safety Plan YCOE Communications Protocol (EOP) County Office Director of Support Operations Services (Matt Juchniewicz) YCOE Public Information Officer (Anthony Volkar)	Eddie Graziano, Principal	2023-2024
Share emergency numbers with 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	Eddie Graziano, Principal Rosalva Wisterman, Administrative Assistant Alejandra Hernandez, Office Secretary	2023-2024
Law Enforcement Safety Walk Through	February 16, 2023, school site safety assessment and walk through	Site Administrators	Marty Remmers, Director of Special Education YCOE	2023-2024
Fire Marshall Safety Walk Through	February 16, 2023, school site safety assessment and walk through	Site Administrators	Marty Remmers, Director of Special Education YCOE	2023-2024

**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 and other events to invite community involvement. Community members are invited to plan these events.	Staff, parents, students, service providers, school leadership and community members	Eddie Graziano, Principal	2023-2024
Increase parent communication.	Update the Greengate website and review the effectiveness of current systems of communication with parents (e.g., School Messenger Calls, Community Bulletins). Teachers share a minimum of once per month on classroom themes, events, or community-based instruction.	Special Ed YCOE webpage, teachers, counselors, and administrators	Eddie Graziano, Principal	2023-2024
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	Eddie Graziano, Principal	2023-2024
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	Eddie Graziano, Principal	2023-2024

**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	2023-2024

**(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, and the importance of respectful and caring behavior. This may be accomplished through orientations, visits to individual classrooms, and the school's procedural 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.

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 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, and 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, 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.

The 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.

Cyberbullying 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, and 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 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

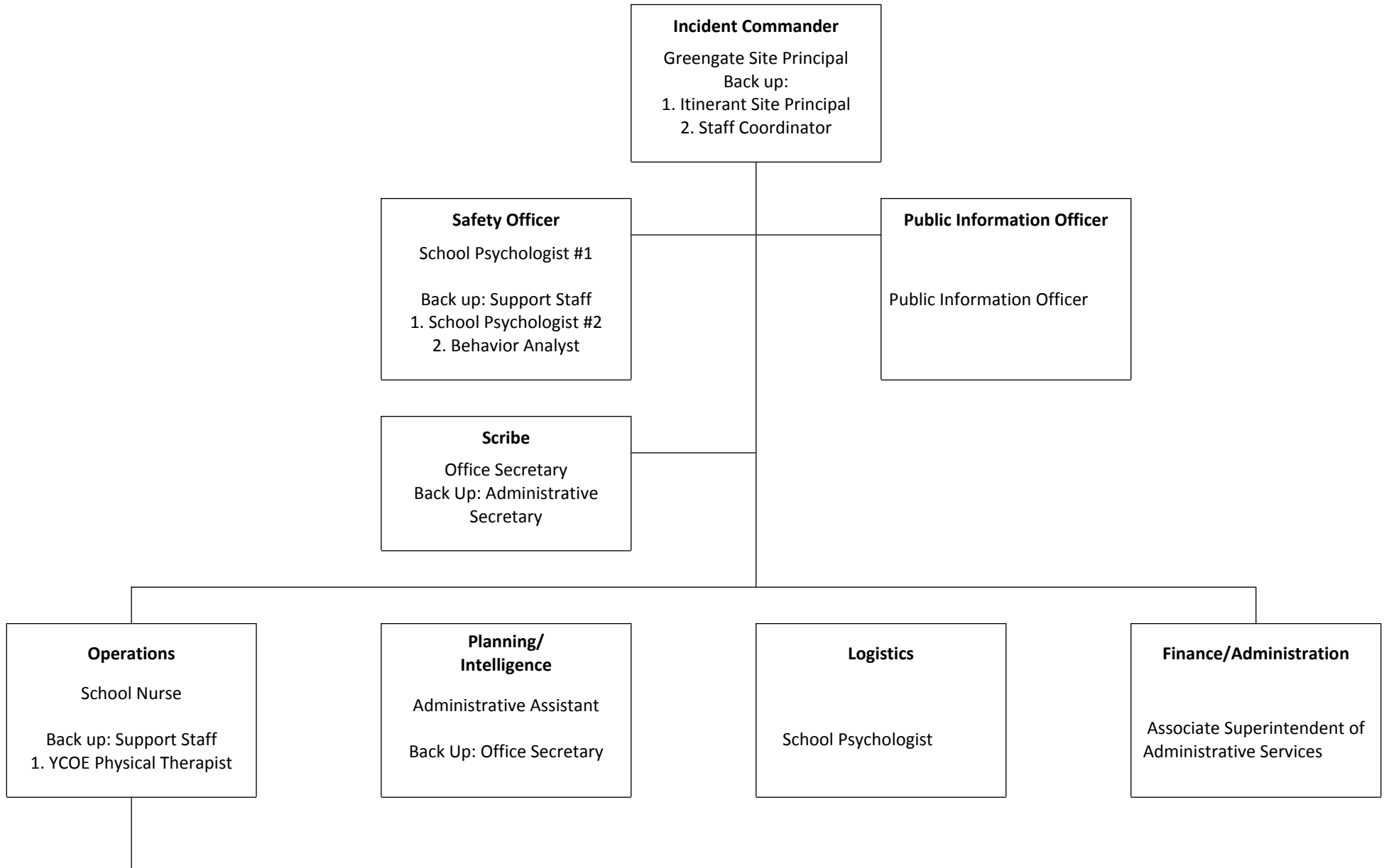
### Utilities, Responders and Communication Resources

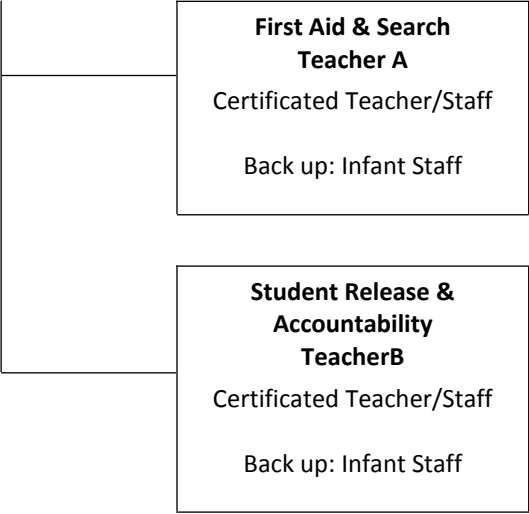
Type	Vendor	Number	Comments
Emergency Services	Police, Fire, Ambulance	911	(530) 666-6612 non-emergency
Emergency Services	Poison Control	1-800-342-9293	
Public Utilities	PG&E	1-800-743-5000	1-800-743-5002 report outages
School District	YCOE Director of SOS	530-668-3708	
School District	YCOE Director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

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
School Safety Committee to review, plan and solicit input from staff	September, December and March reviews	Greengate Safety Plan located in front office in copy center on clipboard
Conduct 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 assess 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, Planning and Intelligence, Operations, Logistics and Finance and Administration.

#### **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, this information must be communicated to the school office immediately. In an emergency, it is important to set up an Incident Command Center to coordinate communication and facilitate the implementation of emergency procedures and coordination of emergency services. In most cases, the school office will call 911 when emergency services are required. All details known regarding an emergency must be 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. Sites that have students with specialized medical needs should ensure all necessary medical equipment and medications are available just in case of prolonged lockdown or shelter-in-place procedures.

### 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.

### 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 the room (unless medications are needed)

Move calmly to Assembly Areas 1, 2, or 3, as designated by the classroom

Staff Response:

Take The 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: The 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,

For those students who can do so, help the staff turn off the lights.

For those students who can do so, help the teacher lock the door (or move furniture to block the door if the door is 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



For those students who can do so, 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 the 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 the incident commander of students with you  
Release students only to parents (check ID) or authorities

3. SHELTER IN PLACE: The 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,  
For those students who can do so, help the 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: The signal is the bell or public address system

Student response:

If indoors,  
For those students who can do so, Duck under the desk/table and cover their heads and necks with their hands.  
Stay away from windows or furniture that can fall over  
If students use wheelchairs, they should wheel to a safe place, lock their breaks, duck their heads, and cover their necks and heads with their hands.  
If outdoors,  
Earthquake: Drop to the ground away from buildings, trees, and power lines and stay put.  
If students use wheelchairs, they should wheel to a safe place, lock their breaks, duck their heads, and cover their necks and heads with their hands.

Tornado: Move indoors if possible; stay out of vehicles and lie down in a ditch or low area.

If students use wheelchairs, they should wheel to a safe place, lock their breaks, duck their heads, and cover their necks and heads with their hands.

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 contacts 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 the 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, 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 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 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 District/County social media sites 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, EMTs)

##### Students

###### STAY CALM AND PATIENT

If able to do so, 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 permitted by 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 IDs 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 the site's First Responders

Notify appropriate School District officials (Director of Special Education and SAT)

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

If necessary, initiate Student Release procedures

Prepare incident status reports 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 the 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 notifications 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 an 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 significant 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 the administrator or designee, follow the 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 the administrator or designee, follow the 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 the 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 the 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 vapor, 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 the 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 the Public Information Officer to prepare appropriate parent, community, and media notifications 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
- The 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 the Public Information Officer to initiate the 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

The 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.

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. (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 the Director of Special Education, SAT, and the Director of Support Operations Services. Work with the Public Information Officer to prepare appropriate parent, community, and media notifications by text, email, or other communication means for distribution
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 the 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 the Director of Special Education, SAT, and Director of Support Operations Services. Work with the Public Information Officer to prepare appropriate parent, community, and media notifications by text, email, or other communication means for distribution
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 the 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 the 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.
  - 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 the level of support needed and convey this to the School Incident Commander

Report to the School Incident Commander the names of student passengers, their conditions, and the location(s) where the 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 the counseling needs of victim(s) or witness(s) and implement postvention crisis plan procedures

Work with the Public Information Officer to prepare appropriate parent, community, and media notifications 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

Determine the level of information exposure of students and staff

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

Determine the number and location of care stations for students  
With the 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 the 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 the school in returning to a 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 the 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 notifications 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 the 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 the fire alarm has been sounded
- If needed, announce changes in EVACUATION routes due to incident location
- Establish an Incident Command Post (ICP)
- Contact the 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 notifications 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 the 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 the 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. 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 the site's First Responders

Notify appropriate County Office 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 notifications 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 the 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 the 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 the 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 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.
10. Notify the 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 the 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 notifications 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 the 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 notifications by text, email, or other communication means
- 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

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 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 the National Weather Services have issued a "Severe Weather Watch":

- 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:

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

After the passage of the storm:

- The 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, 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 the outage does not end in a reasonable amount of time, school officials must weigh their options for closing the 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 disrupt 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 made 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 in 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 the 911 operator to call the 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 in 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 the 911 operator to call the 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 the location and nature of the electrical problem

Describe the best access point for emergency responders (driveways/gates)

Request the 911 operator to call the 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 the 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 the 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 the weight or effect of water may cause the 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

## 6. 7. Second Reading of Board Bylaws (9000 series)

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### Quick Summary / Abstract

BB 9500 - Superintendent's Compensation

### Description

The Board Bylaws for the 9000 series have been updated. The Board Bylaw for Action is:

BB 9500 - Superintenenent's Compensation

Also, the old policies below have been renumbered/combined into the bylaws already adopted by the YCOE in the past few years and will be discontinued:

BB 9250 - Renumeration Reimbursement

BB 9251e - Process for setting Superintendent's compensation

BB 9271 - Code of Ethics

BB 9300 - Methods of Operation

BB 9311 - Formulation, Adoption, Amendment of Bylaws and Policies

BB 9312 - Formulation, Adoption, Amendment of Bylaws

BB 9314 - Suspension of Policies, Bylaws, Administrative Regulations

BB 9320e - Meeting outside of School Boundaries

BB 9324 - Advance delivery of meeting materials

BB 9325 - Meeting Conduct

BB 9326 - Actions by the Board

BB 9330 - Membership in Associations

BB 9330.1 - Representation to the YCSBA Executive Board

BB 9400 - Board Self Evaluation

BB 9510 - County Board Elections

BB 9511 - Candidate Statement of Qualifications

BB 9512 - Calendar Governing County Board Elections

BB 9513 - Tie Votes in Board Member Elections

BB 9600 - County Committee on School District Organization

### Recommendation

Staff recommends approval of BB 9500 - Superintendent's Compensation.

### Supporting Documents



Board Bylaws BB 9500 Final 2-13-24

### Contact Person

Superintendent Garth Lewis will present this item.

## **Superintendent's Compensation**

The California Constitution, Article IX, Section 3.1(b) empowers the Yolo County Board of Education ("County Board") to fix the compensation of the Yolo County Superintendent of Schools ("Superintendent") at a time and in an amount determined by the County Board. It shall be the policy of the County Board that determination of the Superintendent's annual compensation may consider the anticipated Yolo County Office of Education ("YCOE") annual budget and the percent increase (awarded to) YCOE classified, certificated and administrative personnel, subject to the requirements of California Education Code Section 1207.

### **Reimbursement**

The Superintendent shall be reimbursed their actual and necessary traveling expenses. The expenses shall be paid out of the YCOE general fund. (Education Code 1200.)

The Superintendent shall also receive reimbursement for actual and necessary traveling expenses when, they attend any convention or conference to which they are called by the State Board of Education, the Superintendent of Public Instruction, or the Board Governors of the California Community Colleges. (Education Code 1201.)

The Superintendent and their staff shall be reimbursed for the costs of stationery, blank books, postage, express, freight, telephone, telegraphing, and other necessary office expenses. (Education Code 1202.)

The Superintendent shall be reimbursed for the expense of providing housing for all services of the Superintendent. (Education Code 1203.)

The Superintendent may contribute to a retirement system of which they are a member, based upon the compensation received by them as Superintendent. If such contributions are required to be paid from any fund which pays the Superintendent's salary, then contributions will be paid in the same proportion as the total contribution to the Superintendent's salary. (Education Code 1204.)

### **Benefits for Retired Superintendent**

The YCOE will pay the cost of health insurance, dental insurance and vision insurance for only those Superintendents that have completed eight or more years as Superintendent and begin receiving retirement benefits from the State Teachers Retirement System within six months of completion of service as Superintendent for as long as the retired Superintendent requests such coverage and maintains continuous coverage through the YCOE.

Legal Reference: California Education Code, 1200, 1201, 1202, 1203, 1207

ADOPTED: April 27, 1992



REVISED: 08/19/99, 11/09/06, 2/13//24

## **Process for Setting Superintendent's Compensation (to be reviewed annually)**

The California Constitution, Article IX, Section 3.1(b) empowers the County Board to fix the compensation of the Superintendent at a time and in an amount determined by the County Board. The following protocol and criteria may serve as guidelines for the County Board and Superintendent, it being understood that the County Board reserves its plenary authority to establish the Superintendent's Total Compensation. Throughout this process, the County Board shall be mindful of its fiscal responsibility to the public; and act in the best interest of the YCOE, the students served by the YCOE and the broader community context.

### **A. Protocols and Criteria Guidelines**

1. The County Board will annually review the Superintendent's Total Compensation for purposes of considering an adjustment for the fiscal year. Any adjustment may be retroactive to be in line with the Fiscal Year.
2. A Compensation Committee of two (2) County Board Members shall be appointed annually at the Organizational Meeting in December in order to conduct the review, confer with the superintendent regarding total compensation and develop a recommendation to present to the County Board for consideration.

This annual review may include the following data:

- Total Compensation cost for Superintendents within like County Offices of Education.
- Total Compensation cost for district Superintendents within the Yolo County boundaries.
- Total Compensation cost for County of Yolo Officials responsible for similar sized County departments or agencies.
- Information on the change in total compensation for YCOE employee groups including recognition of discrete pay increase amounts in addition to percentages, including the cost of step and column and medical benefits.
- Context of the YCOE's annual budget(s).
- Applicable Cost of Living Indexes.
- Other criteria or information that the Committee may consider relevant to the County Board's decision and wish to submit for the County Board's consideration.

3. Every four years, in the final year of the incumbent's term, the Superintendent's Compensation Committee shall complete a comprehensive study of the Superintendent's Total Compensation which study shall be presented to the County Board. During the years where a comprehensive survey is completed the following information will be gathered from the jurisdictions listed above in number A(2) and will be compiled. The Committee may establish additional criteria for data to be collected for the comprehensive study. The Compensation Committee may choose to recommend to the County Board, and the County Board may adopt a total compensation range for the Office of Superintendent for the upcoming term.

B. Board Action

1. A preliminary discussion of Total Compensation for the Superintendent will take place before the entire board. This item will be placed on the County Board Agenda before any recommended package is presented by the Compensation Committee.
2. Recommended compensation package is initially presented by the Compensation Committee to the County Board as a discussion Agenda item. The Compensation Committee shall provide a report to the County Board annually whether or not it recommends a change in compensation.
3. The Superintendent's Total Compensation package recommended by the Compensation Committee is presented to the County Board as an Action Agenda Item. County Board action shall be taken whether or not there is an adjustment in compensation.

C. Setting Salary for New Superintendent

In a year wherein the incumbent Superintendent is not running for re-election, no later than the date of election for Superintendent, after receiving a report and recommendation by the County Board Compensation Committee, shall establish a total compensation and may establish a range for the office of Superintendent for the upcoming four year term. Once the identity of the new Superintendent is known, the Committee shall confer with him or her as part of preparing a recommendation. The County Board shall receive the Committee's report and recommendation and set the starting total compensation for the new Superintendent.

The County Board shall strive to reach the decision regarding the new Superintendent's compensation not later than adjournment of the October meeting of the County Board. Thereafter, the salary will be annually reviewed and set by the County Board, as set forth in parts A and B above.

Adopted: 08/19/99, 09/23/14

Revised 2/13/24

## 6. 8. 2024 Ballots for CSBA Delegate Assembly

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### Description


Attached is the ballot material for Subregion 6-A (Yolo County) - Deborah Bautista-Zavala from Woodland JUSD and County Delegate Region 6 (Yolo, Sacramento, Alpine, El Dorado, and Mono Counties) - Shelton Yip (Yolo COE). The ballot also has a provision for a write-in candidate.

The ballot must be postmarked no later than Friday, March 15, 2024.

### Recommendation

That the Board take action to vote for Subregion 6-A (Yolo County) Deborah Bautista-Zavala from Woodland JUSD and County Delegate Region 6 (Yolo, Sacramento, Alpine, El Dorado, and Mono Counties) - Shelton Yip (Yolo COE) as noted on the ballots, determine the name of a write-in, or take no action at all.

### Supporting Documents

 Ballot 6A

 County Delegate

### Contact Person

President Shelton Yip will present ballot for Subregion 6-A (Yolo County) Deborah Bautista-Zavala from Woodland JUSD and Vice President Armando Salud-Ambriz will present ballot from County Delegate Region 6 (Yolo, Sacramento, Alpine, El Dorado, and Mono Counties) - Shelton Yip (Yolo COE)



***REQUIRES BOARD ACTION***

January 31, 2024  
**MEMORANDUM**

To: CSBA Member Boards and Even-numbered County Board Presidents and Superintendents  
From: Albert Gonzalez, CSBA President  
Re: 2024 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Fri. March 15**

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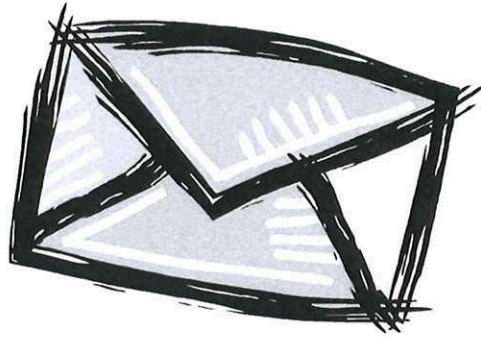
Enclosed is the ballot material for election to CSBA’s Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s or county office’s stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2024.

**For County Boards of Education Only:**

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA’s Delegate Assembly of the county board representative from



**BALLOTS SHOULD BE RETURNED IN THE  
ENCLOSED ENVELOPE; HOWEVER, SHOULD  
THE ENVELOPE BECOME MISPLACED; PLEASE  
USE YOUR STATIONERY AND RETURN TO:**

**CSBA  
DELEGATE ASSEMBLY ELECTIONS  
3251 BEACON BLVD.  
WEST SACRAMENTO, CA 95691**

**ON THE BOTTOM LEFT CORNER OF THE  
ENVELOPE, WRITE THE REGION OR  
SUBREGION NUMBER (THIS NUMBER APPEARS  
ON THE BALLOT AT THE TOP).**



**REQUIRES BOARD ACTION**

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. A *PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT  
SUBREGION 6-A  
(Yolo County)

Number of seats: 1 (Vote for no more than 1 candidate)

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*Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026*

*\*denotes incumbent*

Deborah Bautista-Zavala (Woodland Joint USD)\*

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*Provision for Write-in Candidate Name*

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*School District*

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*Signature of Superintendent or Board Clerk*

---

*Title*

---

*School District Name*

---

*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*



**REQUIRES BOARD ACTION**

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box. A *PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT  
SUBREGION 6-A  
(Yolo County)

Number of seats: 1 (Vote for no more than 1 candidate)

---

*Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026*

*\*denotes incumbent*

Deborah Bautista-Zavala (Woodland Joint USD)\*

---

*Provision for Write-in Candidate Name*

---

*School District*

---

*Signature of Superintendent or Board Clerk*

---

*Title*

---

*School District Name*

---

*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*



# Delegate Assembly Biographical Sketch Form for 2024 Election

**Deadline: Sunday, January 7, 2024 | No late submissions accepted**

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. Please submit completed form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) by no later than 11:59 p.m. on January 7, 2024. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Bearon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2024. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Deborah Bautista Zavala Date: 1/22/24

Name: Deborah Bautista Zavala CSBA Region & subregion #: \_\_\_\_\_

District or COE: Woodland Unified School Dist. Years on board: \_\_\_\_\_

Profession: Chief Deputy, BE Contact Number ( Cell  Home  Bus.): 530-908-9642

Primary E-mail: deborah.zavala@wjusd.org

Are you an incumbent Delegate?  Yes  No If yes, year you became Delegate: 2023

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have served as a school board member for 5 years, and 3 years as VP of the California Latino School Board Assn., and from the beginning have been a devoted leader to improve educational opportunities for all California students. As a delegate I will lead by example and act as a team member to advance the communal goals and objectives.

I am a part of the safety, nutrition, environmental stewardship and executive committees at Woodland Joint Unified School Dist. Locally I serve as a delegate of the Yolo Democratic Central Committee.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

School District Governing Boards are now more than ever being targeted by political groups to advance their agendas. CSBA needs to stand supportive of school district boards and show them to maintain non-partisan views and focus on the mission of advancing educational objectives for students.





**REQUIRES BOARD ACTION**

January 31, 2024  
**MEMORANDUM**

To: CSBA Member Boards and Even-numbered County Board Presidents and Superintendents  
From: Albert Gonzalez, CSBA President  
Re: 2024 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Fri. March 15**

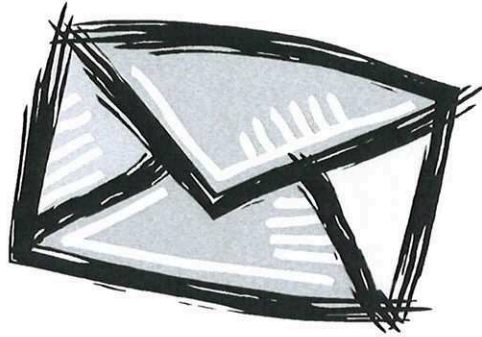
Enclosed is the ballot material for election to CSBA’s Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s or county office’s stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2024.

**For County Boards of Education Only:**

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA’s Delegate Assembly of the county board representative from



**BALLOTS SHOULD BE RETURNED IN THE  
ENCLOSED ENVELOPE; HOWEVER, SHOULD  
THE ENVELOPE BECOME MISPLACED; PLEASE  
USE YOUR STATIONERY AND RETURN TO:**

**CSBA  
DELEGATE ASSEMBLY ELECTIONS  
3251 BEACON BLVD.  
WEST SACRAMENTO, CA 95691**

**ON THE BOTTOM LEFT CORNER OF THE  
ENVELOPE, WRITE THE REGION OR  
SUBREGION NUMBER (THIS NUMBER APPEARS  
ON THE BALLOT AT THE TOP).**



**REQUIRES BOARD ACTION**

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT  
COUNTY DELEGATE REGION 6  
(Yolo, Sacramento, Alpine, El Dorado, and Mono Counties)

Number of seats: 1 (Vote for no more than 1 candidate)

---

*Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026*

*\*denotes incumbent*

Shelton Yip (Yolo COE)\*

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*Provision for Write-in Candidate Name*

---

*COE*

---

*Signature of Superintendent or Board Clerk*

---

*Title*

---

*COE Name*

---

*Date of Board Action*

*See reverse side for list of all current Delegates in your region.*

**REQUIRES BOARD ACTION**

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT  
COUNTY DELEGATE REGION 6  
(Yolo, Sacramento, Alpine, El Dorado, and Mono Counties)

Number of seats: 1 (Vote for no more than 1 candidate)

---

*Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026*

*\*denotes incumbent*

Shelton Yip (Yolo COE)\*

---

*Provision for Write-in Candidate Name*

---

*COE*

---

*Signature of Superintendent or Board Clerk*

---

*Title*

---

*COE Name*

---

*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*



# Regional County Delegate Biographical Sketch Form for 2024 Election



**Deadline: Sunday, January 7, 2024 | No late submissions accepted**

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state “see résumé.” Do not re-type this form. It is the candidate’s responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) by no later than 11:59 p.m. on January 7, 2024. Forms may also be submitted via mail, to CSBA’s Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2024.

Your signature indicates your consent to have your name placed on the ballot to serve as a CSBA Delegate, if elected.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: <u>Shelton Yip</u>	CSBA Region & subregion #: <u>6</u>
District or COE: <u>Yolo County Board of Education</u>	Years on board: <u>3 Terms</u>
Profession: <u>Retired School Psychologist</u> Contact Number ( <input checked="" type="checkbox"/> Cell <input type="checkbox"/> Home <input type="checkbox"/> Bus.): <u>916-201-4057</u>	
Primary E-mail: <u>yipsb@sbcgloabal.net</u>	
Are you an incumbent Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, year you became Delegate: _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

It is important to have the right people to serve the organization to improve the health and well-being of the organization. We need leaders that are willing to address the difficult issues that our schools are facing today and are willing to speak in one voice. This is why I am willing to serve in this important capacity.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have participated in the following CSBA Councils, Committees and/or Task Forces:

- Legislative Committee
- Conference Committee
- Served on Ballot review Committee

I have participated in the following CSBA Conferences, Workshops, and/or Masters in Governance Activities:

- Presented at AEC
- Attended every AEC since being elected to my position.
- Brown Act Workshop
- Fiscal Workshop(s)

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Special Education Funding Gap. CSBA can help to advocate for more federal funding to support the needs of students with disabilities.



**7. INFORMATION ITEMS**

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## 7. 1. Head Start/ Early Head Start Reports

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### Description

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

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

- a. Enrollment update - this is a standing report to the Board
- b. Program - this is a standing report to the Board
- c. Financial Reports - this is a standing report to the Board
- d. Policy Council Meeting Agenda - this is a standing report to the Board (not included)
- e. Policy Council Meeting Minutes - this is a standing report to the Board


### Recommendation

For information.

### Supporting Documents

 Attendance Report\_ December 2023

 Directors Report Jan 2024

 December Financial Report

 November Minutes

### 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: 1/10/2024				Report Outcomes for the month of December 2023			
#	Program	Site	Ages	Waiting Lists C = Complete ( ) = Over Income	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	EHS/State	Lemen	18 – 36 months	C17 (1)	78.95%	12	12
2	EHS/State	Alyce Norman	6 wk. – 36 months	C0 (2)	77.86%	27	26
1	EHS/State	Montgomery	24-36 months	C0 (0)	67.23%	12	12
0	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C0 (0)	NA	37	37
<b>SUB TOTAL</b>				<b>C17(3)</b>	<b>75.55%</b>	<b>88</b>	<b>87</b>

### HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	HS/State	Alyce Norman	3 – 5	C0(1)	82.83%	20	20
2					67.18%	20	13
3					73.56%	20	18
4					83.33%	19	18
13					State ONLY	Alyce Norman	3 – 5
11	HS/State	Alyce Norman	3 – 5	C0(1)	87.03%	20	20
12					78.33%	20	20
1	HS/State	Esparto	3 - 5	C0 (0)	85.29%	16	10
1	HS/State	Greengate	3 – 5	C0 (0)	84.56%	16	15
2					80.00%	20	18
1	HS/State	Plainfield	3 – 5	C0 (0)	87.01%	16	7
1	HS/State	Prairie	3 – 5	C0 (0)	94.05%	20	16
1	HS/State	Woodland Central	3 – 5	C0 (1)	89.56%	20	18
1	HS/State	Montgomery	3 - 5	C0 (0)	73.67%	20	20
1	State ONLY	Wolfskill	3-5	C0 (0)	79.67%	16	13
<b>SUB TOTAL</b>				<b>C0 (2)</b>	<b>80.68%</b>	<b>263</b>	<b>242</b>
<b>PROGRAM TOTAL</b>				<b>C17 (5)</b>	<b>79.72</b>	<b>351</b>	<b>329</b>

Attendance Notes:

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## **January 2024**

### **Program Updates:**

We hired two new Associate Teachers, one who will work at our Greengate Head Start and another who will work at our Plainfield Head Start classroom.

All of our Service Area Managers have begun the process of updating and reporting for our Year 1 updates of our five-year Head Start grant. We are also working on completing the annual self-assessment and the Annual Report to the Public which will be included in our grant narrative. Furthermore we are in the budget development process for the 24/25 fiscal year.

### **Training and Technical Assistance:**

Our Early Childhood Education staff participated in a First Aid and CPR training on January 8th. Our program provides this training annually to staff to ensure staff remain compliant with this job requirement.

Many of our Head Start staff participated in a two-day Preventative Health and Nutrition training on January 25 and 26.

Our Head Start staff participated in full enrollment planning with technical assistance from the Office of Head Start Region 9. This support is offered to our program to assist us with reaching our goal of 100% enrollment.

Program leadership is participating in the 21 California School Leadership Academy (CSLA) professional development series - Leading for Equitable P-3 classrooms.

**Executive Summary  
2023/2024 Fiscal Year  
December 2023**

<b>Program</b>	<b>Working Budget</b>	<b>Current Expenditures</b>	<b>Year-To-Date Expenditures</b>	<b>Encumbered</b>	<b>Balance</b>	<b>% of Budget Spent</b>	<b>% of Budget Encumbered</b>	<b>Unspent or Not Obligated</b>
Head Start/Quality Improvement	\$ 3,415,038	\$ 263,729	\$ 1,407,333	\$ 291,484	\$ 1,716,221	41.21%	8.54%	50.25%
Early Head Start/Quality Improvement	\$ 1,323,330	\$ 130,527	\$ 536,061	\$ 68,812	\$ 718,457	40.51%	5.20%	54.29%
Head Start T&TA	\$ 34,554	\$ 4,077	\$ 22,167	\$ 10,274	\$ 2,113	64.15%	29.73%	6.12%
Early Head Start T&TA	\$ 25,983	\$ 2,667	\$ 19,406	\$ 6,197	\$ 380	74.69%	23.85%	1.46%
<b>Total Grant</b>	<b>\$ 4,798,905</b>	<b>\$ 401,001</b>	<b>\$ 1,984,966</b>	<b>\$ 376,767</b>	<b>\$ 2,437,172</b>	<b>41.36%</b>	<b>7.85%</b>	<b>50.79%</b>

<b>Credit Cards</b>	<b>Monthly</b>
Visa	\$ 4,858.99
Wal-Mart	\$ -
Nugget/Food 4 Less	\$ 267.04
Interstate Oil	\$ 238.85
<b>Total Credit Card Expense</b>	<b>\$ 5,364.88</b>

<b>Administrative Percent Calculation</b>	
Maximum allowed Administrative Percent:	15%
Calculated Percentage for the Month:	12%
Annual Percentage	13%

<b>Calculation of In-Kind Contributions</b>			
	<b>Total Administrative Costs</b>		
Head Start & Quality Improvement:	\$ 1,407,332.79	\$	351,833.20
Head Start T & TA:	\$ 22,166.65	\$	5,541.66
Early Head Start & Quality Improvement:	\$ 536,060.97	\$	134,015.24
Early Head Start T & TA:	\$ 19,405.71	\$	4,851.43
<b>Total</b>	<b>\$ 1,984,966.12</b>	<b>\$</b>	<b>496,241.53</b>
	Amount Required:	\$	496,241.53
	Actual In-Kind:	\$	780,845.26
	*Surplus/(Deficit):	\$	284,603.73
If deficit: will be returned to Federal Government from unrestricted dollars			

**Executive Summary**  
**2023/2024 Fiscal Year**  
**December 2023**

<b>HEAD START &amp; QUALITY IMPROVEMENT/PROGRAMA HEAD START</b>			
Resource 5210/Recurso 5210		<i>Resource 5219 not currently in use</i>	
		<i>Recurso 5219 no esta actualmente en uso</i>	
<b>CATEGORY/CATEGORIA</b>	<b>Current/</b>	<b>Year to Date</b>	
<b>Revenues/Ingresos:</b>		\$ 3,415,038.00	
<b>Expenditures/Gastos:</b>			
Salaries/Salarios	\$ 119,543.13	\$	691,770.82
Benefits/Beneficios	\$ 48,456.38	\$	279,218.30
Supplies/Provisiones	\$ 1,427.02	\$	40,797.34
<i>Parent Activities/Actividades de los padres</i>	\$ 165.41	\$	1,100.65
Site Supplies/Articulos de oficina para el centro	\$ 1,261.61	\$	39,696.69
Contracted Services/Servicios Contratados	\$ 36,013.18	\$	111,942.71
Operations/Gastos de Operacion	\$ 25,246.75	\$	161,790.76
	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ 33,042.66	\$	120,689.86
Cafeteria Fund/transferencia al fondo del café	\$ -	\$	1,123.00
<b>Total Expenditures/Total de Gastos</b>	<b>\$ 263,729.12</b>	<b>\$</b>	<b>1,407,332.79</b>

<b>EARLY HEAD START &amp; QUALITY IMPROVEMENT/PROGRAMA EARLY HEAD START</b>			
Resource 5212/Recurso 5212			
<b>CATEGORY/CATEGORIA</b>	<b>Current/</b>	<b>Year to Date</b>	
<b>Revenues/Ingresos:</b>		\$ 1,323,330.00	
<b>Expenditures/Gastos:</b>			
Salaries/Salarios	\$ 46,902.24	\$	270,142.59
Benefits/Beneficios	\$ 18,232.68	\$	104,799.66
Supplies/Provisiones	\$ 6,867.99	\$	18,244.52
<i>Parent Activities/Actividades de los padres</i>	\$ 55.13	\$	294.28
Site Supplies/Articulos de oficina para el centro	\$ 6,812.86	\$	17,950.24
Contracted Services/Servicios Contratados	\$ 36,603.68	\$	65,226.49
Operations/Gastos de Operacion	\$ 4,560.75	\$	31,236.99
Building/Land Improvements	\$ -	\$	-
Indirect Costs/Castos Indirectos	\$ 17,359.87	\$	46,410.72
Cafeteria Fund/transferencia al fondo del café			
<b>Total Expenditures/Total de Gastos</b>	<b>\$ 130,527.21</b>	<b>\$</b>	<b>536,060.97</b>

<b>HEAD START T&amp;TA/PROGRAMA HEAD START T &amp; TA</b>			
Resource 5208/Recurso 5208			
<b>CATEGORY/CATEGORIA</b>	<b>Current/</b>	<b>Year to Date</b>	
<b>Revenues/Ingresos:</b>		\$ 34,554.00	
<b>Expenditures/Gastos:</b>			
Salaries/Salarios	\$ -	\$	-
Benefits/Beneficios	\$ -	\$	-
Supplies/Provisiones	\$ -	\$	1,044.04
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	1,044.04
Contracted Services/Servicios Contratados	\$ 410.96	\$	5,079.61
Operations/Gastos de Operacion	\$ 3,666.45	\$	16,043.00
Indirect Costs/Castos Indirectos	\$ -	\$	-
<b>Total Expenditures/Total de Gastos</b>	<b>\$ 4,077.41</b>	<b>\$</b>	<b>22,166.65</b>

<b>EARLY HEAD START T&amp;TA/PROGRAMA EARLY HEAD START T &amp; TA</b>			
Resource 5218/Recurso 5218			
<b>CATEGORY/CATEGORIA</b>	<b>Current/</b>	<b>Year to Date</b>	
<b>Revenues/Ingresos:</b>		\$ 25,983.00	
<b>Expenditures/Gastos:</b>			
Salaries/Salarios	\$ -	\$	-
Benefits/Beneficios	\$ -	\$	-
Supplies/Provisiones	\$ -	\$	930.94
<i>Parent Activities/Actividades de los padres</i>	\$ -	\$	-
Site Supplies/Articulos de oficina para el centro	\$ -	\$	930.94
Contracted Services/Servicios Contratados	\$ 293.36	\$	3,185.03
Operations/Gastos de Operacion	\$ 2,373.49	\$	15,289.74
Indirect Costs/Castos Indirectos	\$ -	\$	-
<b>Total Expenditures/Total de Gastos</b>	<b>\$ 2,666.85</b>	<b>\$</b>	<b>19,405.71</b>

	Credit Cards	Monthly Expense	Calculation of In-Kind Contributions		Administrative Percent Calculation	
			Dollars Expended Year-To-Date	In-Kind Required		
	Visa	\$ 4,858.99	\$ 1,407,332.79	\$ 351,833.20	Maximum Percent Allowed	15%
	Wal-Mart	\$ -	\$ 22,166.65	\$ 5,541.66	Calculated Percent for the Month	12%
	Nugget/Food 4 Less	\$ 267.04	\$ 536,060.97	\$ 134,015.24	Annual Percentage	13%
	Interstate Oil	\$ 238.85	\$ 19,405.71	\$ 4,851.43		
	<b>Total Credit Cards</b>	<b>\$ 5,364.88</b>	<b>\$ 1,984,966.12</b>	<b>\$ 496,241.53</b>		
			Amount Required:	\$ 496,241.53		
			Actual In-Kind:	\$ 780,845.26		
			<b>*Surplus/(Deficit):</b>	<b>\$ 284,603.73</b>		
			If deficit: will be returned to Federal Government from unrestricted dollars			

**Executive Summary**  
**2023/2024 Fiscal Year**  
**December 2023**

**Early Head Start & Quality Improvement**

Resource 5212 EHS		Expended/Received							
RS 5229 Not currently in use									
CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Year-to-date	Encumbered	Balance	%	
<b>Revenues</b>									
All Other Federal	1,323,330	0	1,323,330	0	0	0	1,323,330	100.00%	
Prior Year	0	0	0	0	0	0	0	#DIV/0!	
COLA	0	0	0	0	0	0	0		
<b>Total Revenues</b>	<b>1,323,330</b>	<b>0</b>	<b>1,323,330</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,323,330</b>	<b>100.00%</b>	
<b>Expenditures</b>									
Salaries	553,809	0	553,809	46,902	270,143	0	283,666	51.22%	
Benefits	257,600	0	257,600	18,233	104,800	0	152,800	59.32%	
Supplies	62,761	0	62,761	6,868	18,245	14,733	29,784	47.46%	
Parent Activity Supplies & Food for Parent Meetings	2,013	0	2,013	55	294	320	1,399	69.50%	
Site Supplies	60,748	0	60,748	6,813	17,950	14,413	28,385	46.73%	
Travel & Conference	13,372	0	13,372	580	6,490	811	6,071	45.40%	
Dues & Memberships	968	0	968	18	952	15	1	0.13%	
Insurance	6,051	0	6,051	0	0	0	6,051	100.00%	
Operations and Housekeeping	3,306	0	3,306	112	191	394	2,720	82.28%	
Rentals, Leases, Repairs & Noncapitalized Improvements	1,234	0	1,234	62	380	853	2	0.12%	
Direct Costs for Transfer of Services	52,270	0	52,270	3,687	23,040	0	29,230	55.92%	
Professional/Contracted Services & Operating Expenditures	242,662	0	242,662	36,604	65,226	38,587	138,849	57.22%	
Intergovernmental Fees	1,042	0	1,042	102	184	857	2	0.15%	
Indirect Costs	115,692	0	115,692	17,360	46,411	0	69,281	59.88%	
Equipment	0	0	0	0	0	0	0	0.00%	
Land Improvements	12,563	0	12,563	0	0	12,563	1		
<b>Total Expenditures</b>	<b>1,323,330</b>	<b>0</b>	<b>1,323,330</b>	<b>130,527</b>	<b>536,061</b>	<b>68,812</b>	<b>718,457</b>	<b>54.29%</b>	



Executive Summary  
2023/2024 Fiscal Year  
Diciembre 2023

PROGRAMA EARLY HEAD START  
PRESUPUESTO DEL AÑO FISCAL 2023/2024

Recurso 5212 Recurso 5229 no esta actualment en uso	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Gastado/Recibido Sobrecargado	Balance	% %
CATEGORÍA								
<b>Ingresos:</b>								
<b>Todos los otros Federales</b>	1,323,330	0	1,323,330	0	0	0	1,323,330	100.00%
	0	0	0	0	0	0	0	#DIV/0!
	0	0	0	0	0	0	0	
<b>Total de Ingresos</b>	1,323,330	0	1,323,330	0	0	0	1,323,330	100.00%
<b>Gastos:</b>								
<b>Salarios</b>	553,809	0	553,809	46,902	270,143	0	283,666	51.22%
<b>Beneficios</b>	257,600	0	257,600	18,233	104,800	0	152,800	59.32%
<b>Provisiones</b>	62,761	0	62,761	6,868	18,245	14,733	29,784	47.46%
<i>Artículos para las actividades de los padres y comida para las juntas</i>	2,013	0	2,013	55	294	320	1,399	69.50%
<i>Artículos de oficina para el centro</i>	60,748	0	60,748	6,813	17,950	14,413	28,385	46.73%
<b>Viaje y Conferencia</b>	13,372	0	13,372	580	6,490	811	6,071	45%
<b>Cuotas y Membresías</b>	968	0	968	18	952	15	1	0%
<b>Seguro</b>	6,051	0	6,051	0	0	0	6,051	100%
<b>Operations and Housekeeping</b>	3,306	0	3,306	112	191	394	2,720	82%
<b>Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas</b>	1,234	0	1,234	62	380	853	2	0%
<b>Costos Directos para Transferencias de Servicios</b>	52,270	0	52,270	3,687	23,040	0	29,230	56%
<b>Servicios Profesionales/Contratados y Gastos de</b>	242,662	0	242,662	36,604	65,226	38,587	138,849	57%
<b>Cuotas Intergubernamentales</b>	1,042	0	1,042	102	184	857	2	0%
<b>Gastos Indirectos</b>	115,692	0	115,692	17,360	46,411	0	69,281	60%
<b>Equipment</b>	0	0	0	0	0	0	0	0%
<b>Total de Gastos</b>	1,323,330	0	1,323,330	130,527	536,061	68,812	718,457	54%

Executive Summary  
2023/2024 Fiscal Year  
December 2023

HEAD START T&TA

Resource 5208		Expended/Received							
CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Encumbered	Balance	%	
<b>Revenues</b>									
All Other Federal	34,554	0	34,554	4,806	22,167	0	12,387	35.85%	
COLA	0	0	0	0	0	0	0		
<b>Total Revenues</b>	<b>34,554</b>	<b>0</b>	<b>34,554</b>	<b>4,806</b>	<b>22,167</b>	<b>0</b>	<b>12,387</b>	<b>35.85%</b>	
<b>Expenditures</b>									
Salaries	0	0	0	0	0	0	0	0.00%	
Benefits	0	0	0	0	0	0	0	0.00%	
Supplies	1,193	0	1,193	0	1,044	146	3	0.28%	
Parent Activity Supplies & Food for Parent Meetings	1	0	1	0	0	0	1	100.00%	
Site Supplies	1,192	0	1,192	0	1,044	146	2	0.20%	
Travel & Conference	27,044	0	27,044	3,666	16,043	9,010	1,991	7.36%	
Contracted Services	6,317	0	6,317	411	5,080	1,119	119	1.88%	
Indirect Costs	0	0	0	0	0	0	0	#DIV/0!	
<b>Total Expenditures</b>	<b>34,554</b>	<b>0</b>	<b>34,554</b>	<b>4,077</b>	<b>22,167</b>	<b>10,274</b>	<b>2,113</b>	<b>6.12%</b>	

Executive Summary  
2023/2024 Fiscal Year  
Diciembre 2023

PROGRAMA HEAD START T&TA

Recurso 5208	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Gastado/Recibido Sobrecargado	Balance	% %
CATEGORÍA								
<b>Ingresos:</b>								
<b>Todos los otros Federales</b>	34,554	0	34,554	4,806	22,167	0	12,387	36%
<b>COLA</b>	0	0	0	0	0	0	0	0%
<b>Total de Ingresos</b>	34,554	0	34,554	4,806	22,167	0	12,387	36%
<b>Gastos:</b>								
<b>Salarios</b>	0	0	0	0	0	0	0	0%
<b>Beneficios</b>	0	0	0	0	0	0	0	0%
<b>Provisiones</b>	1,193	0	1,193	0	1,044	146	3	0%
<i>Articulos para las actividades de los padres y comida para las juntas</i>	1	0	1	0	0	0	1	100%
<i>Articulos de oficina para el centro</i>	1,192	0	1,192	0	1,044	146	2	0%
<b>Viaje y Conferencia</b>	27,044	0	27,044	3,666	16,043	9,010	1,991	7%
<b>Servicios Contratados</b>	6,317	0	6,317	411	5,080	1,119	119	2%
<b>Gastos Indirectos</b>	0	0	0	0	0	0	0	#DIV/0!
<b>Total de Gastos</b>	34,554	0	34,554	4,077	22,167	10,274	2,113	6%

Executive Summary  
2023/2024 Fiscal Year  
December 2023

HEAD START & QUALITY IMPROVEMENT

Resource 5210 HS & Quality Improvement RS 5219*		*RS 5219 Not currently in use			Expended/Received				%
CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Encumbered	Balance	%	
<b>Revenues</b>									
<b>All Other Federal</b>	3,415,038	0	3,415,038	380,431	1,385,762	0	2,029,276	59.42%	
Indirect	0	0	0	0	0	0	0	0.00%	
<b>COLA</b>	0	0	0	0	0	0	0	0.00%	
<b>Total Revenues</b>	3,415,038	0	3,415,038	380,431	1,385,762	0	2,029,276	59.42%	
<b>Expenditures:</b>									
<b>Salaries</b>	1,439,328	0	1,439,328	119,543	691,771	0	747,557	51.94%	
<b>Benefits</b>	738,576	0	738,576	48,456	279,218	0	459,358	62.20%	
<b>Supplies</b>	149,623	0	149,623	1,427	40,797	33,288	75,538	50.49%	
Parent Activity Supplies & Food for Parent Meetings	3,781	0	3,781	165	1,101	2,362	319	8.42%	
Site Supplies	145,842	0	145,842	1,262	39,697	30,926	75,219	51.58%	
Travel & Conference	39,834	0	39,834	1,766	12,685	2,826	24,323	61.06%	
Dues & Memberships	7,621	0	7,621	94	3,677	60	3,884	50.96%	
Insurance	13,568	0	13,568	0	0	0	13,568	100.00%	
Operations & Housekeeping	2,291	0	2,291	443	676	1,614	1	0.03%	
Rentals, Leases, Repairs & Noncapitalized Improvements	5,599	0	5,599	246	2,238	3,359	2	0.04%	
Direct Costs for Transfer of Services	309,207	0	309,207	22,331	141,570	0	167,637	54.22%	
Professional/Contracted Services & Operating Expenditures	388,194	0	388,194	36,013	111,943	229,772	46,479	11.97%	
Intergovernmental Fees	4,342	0	4,342	366	945	3,395	2	0.05%	
Equipment	0	0	0	0	0	0	0	#DIV/0!	
Indirect Costs	298,559	0	298,559	33,043	120,690	0	177,869	59.58%	
Land and Improvements	18,296	0	18,296	0	1,123	17,171	2	0.01%	
<b>Total Expenditures</b>	3,415,038	0	3,415,038	263,729	1,407,333	291,484	1,716,221	50.25%	

Executive Summary  
2023/2024 Fiscal Year  
Diciembre 2023

PROGRAMA HEAD START

Recurso 5210		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Gastado/Recibido Sobrecargado	Balance	% %
	CATEGORÍA								
<b>Ingresos:</b>									
	<b>Todos los otros Federales</b>	3,415,038	0	3,415,038	380,431	1,385,762	0	2,029,276	59%
	COLA	0	0	0	0	0	0	0	0%
	<b>Total Revenues/Total de Ingresos</b>	3,415,038	0	3,415,038	380,431	1,385,762	0	2,029,276	59%
<b>Gastos:</b>									
	<b>Salarios</b>	1,439,328	0	1,439,328	119,543	691,771	0	747,557	52%
	<b>Beneficios</b>	738,576	0	738,576	48,456	279,218	0	459,358	62%
	<b>Provisiones</b>	149,623	0	149,623	1,427	40,797	33,288	75,538	50%
	<i>Artículos para las actividades de los padres y comida para las juntas</i>	3,781	0	3,781	165	1,101	2,362	319	8%
	<i>Artículos de oficina para el centro</i>	145,842	0	145,842	1,262	39,697	30,926	75,219	52%
	Viaje y Conferencia	39,834	0	39,834	1,766	12,685	2,826	24,323	61%
	Cuotas y Membresías	7,621	0	7,621	94	3,677	60	3,884	51%
	Seguro	13,568	0	13,568	0	0	0	13,568	100%
		2,291	0	2,291	443	676	1,614	1	0%
	Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	5,599	0	5,599	246	2,238	3,359	2	0%
	Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Operación	309,207	0	309,207	22,331	141,570	0	167,637	54%
	Operación	388,194	0	388,194	36,013	111,943	229,772	46,479	12%
	Cuotas Intergubernamentales	4,342	0	4,342	366	945	3,395	2	0%
	Mejoras a los Terrenos	0	0	0	0	0	0	0	#DIV/0!
	Gastos Indirectos	298,559	0	298,559	33,043	120,690	0	177,869	60%
	transferencia al fondo del café	18,296	0	18,296	0	1,123	17,171	2	0%
									0%
	<b>Total de Gastos</b>	3,415,038	0	3,415,038	263,729	1,407,333	291,484	1,716,221	50%

Executive Summary  
2023/2024 Fiscal Year  
December 2023

EARLY HEAD START T&TA

Resource 5218

Resource 5218	CATEGORY	Expended/Received							
		Budget	Adjustment	Revised Budget	Current	Year-to-date	Encumbered	Balance	%
<b>Revenues</b>									
	<b>All Other Federal</b>	25,983	0	25,983	4,127	19,406	0	6,577	25.31%
	<b>Total Revenues</b>	25,983	0	25,983	4,127	19,406	0	6,577	25.31%
<b>Expenditures</b>									
	<b>Salaries</b>	0	0	0	0	0	0	0	0.00%
	<b>Benefits</b>	0	0	0	0	0	0	0	0.00%
	<b>Supplies</b>	1,078	0	1,078	0	931	146	1	0.13%
	<i>Parent Activity Supplies &amp; Food for Parent Meetings</i>	0	0	0	0	0	0	0	#DIV/0!
	<i>Site Supplies</i>	1,078	0	1,078	0	931	146	1	0.13%
	<b>Travel &amp; Conference</b>	20,783	0	20,783	2,373	15,290	5,233	261	1.25%
	<b>Contracted Services</b>	4,122	0	4,122	293	3,185	819	118	2.87%
	<b>Indirect Costs</b>	0	0	0	0	0	0	0	#DIV/0!
	<b>Total Expenditures</b>	25,983	0	25,983	2,667	19,406	6,197	380	1.46%

Executive Summary  
2023/2024 Fiscal Year  
Diciembre 2023

PROGRAMA EARLY HEAD START T&TA

Recurso 5218		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	%
CATEGORÍA					Lo que va del año	Sobrecargado			%
<b>Ingresos:</b>									
Todos los otros Federales		25,983	0	25,983	4,127	19,406	0	6,577	25%
Total de Ingresos		25,983	0	25,983	4,127	19,406	0	6,577	25%
<b>Gastos:</b>									
Salarios		0	0	0	0	0	0	0	0%
Beneficios		0	0	0	0	0	0	0	0%
Provisiones		1,078	0	1,078	0	931	146	1	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>		1,078	0	1,078	0	931	146	1	0%
Viaje y Conferencia		20,783	0	20,783	2,373	15,290	5,233	261	1%
Servicios Contratados		4,122	0	4,122	293	3,185	819	118	3%
Gastos Indirectos		0	0	0	0	0	0	0	#DIV/0!
Total de Gastos		25,983	0	25,983	2,667	19,406	6,197	380	1%



HEAD START/EARLY HEAD START  
 CREDIT CARD REPORT

MANAGER	VISA
<b>Shannon McClarin</b>	
Travel/Conference	\$ -
Center Supplies	\$ -
<b>TOTAL</b>	<b>\$ -</b>
<b>Gustavo Melgoza</b>	
Travel/Conference	\$ -
Center Supplies	\$ 2,351.77
<b>TOTAL</b>	<b>\$ 2,351.77</b>
<b>Katrina Hopkins</b>	
Travel/Conference	\$ 936.96
Center Supplies	\$ -
<b>TOTAL</b>	<b>\$ 936.96</b>
<b>Jade Meihl</b>	
Travel/Conference	\$ -
Center Supplies	\$ 1,354.54
<b>TOTAL</b>	<b>\$ 1,354.54</b>
<b>Naomi Gonzalez</b>	
Travel/Conference	\$ -
Center Supplies	\$ 215.72
<b>TOTAL</b>	<b>\$ 215.72</b>
<b>Connie Luna</b>	
Travel/Conference	\$ -
Center Supplies	\$ -
<b>TOTAL</b>	<b>\$ -</b>
<b>Nicole Castrejon</b>	
Travel/Conference	\$ -
Center Supplies	\$ -
<b>TOTAL</b>	<b>\$ -</b>
<b>VISA Grand Total</b>	<b>\$ 4,858.99</b>
Nugget/Food4Less	\$ 267.04
InterState Oil	\$ 238.85
<b>TOTAL MONTHLY EXPENDITURES:</b>	<b>\$ 5,364.88</b>

\*\*Credit card statements available upon request

Programas Head Start/Early Head Start  
 REPORTE DE TARJETAS DE CRÉDITO  
 Año FISCAL 2023/2024

SUPERVISOR	VISA
<b>Shannon McClarin</b>	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ -
	<u>\$ -</u>
<b>Gustavo Melgoza</b>	
Viaje/Conferencia	\$ -
Artículos para el centro	\$ 2,351.77
<b>Total</b>	<b>\$ 2,351.77</b>
<b>Katrina Hopkins</b>	
Viaje/Conferencia	\$ 936.96
Artículos para el centro	\$ -
<b>Total</b>	<b>\$ 936.96</b>
<b>Jade Meihl</b>	
Viaje/Conferencia	\$ -
Artículos para oficina	\$ 1,354.54
<b>Total</b>	<b>\$ 1,354.54</b>
<b>Naomi Gonzalez</b>	
Viaje/Conferencia	\$ -
Artículos para oficina	\$ 215.72
<b>Total</b>	<b>\$ 215.72</b>
<b>Connie Luna</b>	
Viaje/conferencia	\$ -
Artículos para oficina	\$ -
<b>Total</b>	<b>\$ -</b>
<b>Nicole Castrejon</b>	
Viaje/conferencia	\$ -
Artículos para oficina	\$ -
<b>Total</b>	<b>\$ -</b>
<b>VISA Grand Total</b>	<b>\$ 4,858.99</b>
NUGGET/FOOD 4 LESS	\$ 267.04
INTERSTATE OIL	\$ 238.85

**Total de Gastos Mensuales: \$ 5,364.88 \*\*\***

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

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	\$ 24,835.97	\$ 326.47

Step 2: Calculate maximum administrative expenses allowed for 15%

Federal Share	\$ 401,000.59	All Grants
Required 20 percent NFS	\$ 100,250.15	Non Federal Share
Total Approved Costs	\$ 501,250.74	
15% Administrative Cost Limitation	\$ 75,187.61	

Step 3: Identify total administrative expenses

Dual Facility Costs	\$ 326.47	Per Above Calculation in step 1
School Admin	\$ 20,786.64	Staff charged to Administration
General Admin	\$ 32,675.74	Indirect
Total	\$ 53,788.85	

Grant Expenditures	\$ 350,598.06
Less Capital Outlay	\$ -
= Expenditures subject to indirect	\$ 350,598.06

Currently Charged Admin Costs	\$ 53,788.85
In-Kind Indirect	\$ -
In - Kind Administrative	\$ -
Administrative Total	\$ 53,788.85

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

Maximum allowed Administrative Percent: 15%

Calculated Percentage to date: 11%

**Dec-23**

Calculation of Administrative Salaries

\$	11,361.70	Per Budget Report Object code 1xxx
\$	7,222.54	Per Budget Report Object code 2xxx
\$	7,667.80	Per Budget Report Object code 3xxx
\$	<u>26,252.04</u>	Total Salary Costs Charged to Admin

\$	26,252.04	Adjustments - See FAR110 Report for Details
\$	<u>26,252.04</u>	

Salary Costs that should be Program Support

\$	26,252.04	Total 1-6xxx admin costs from Budget Report
\$	1,127.68	Less 50% - Vanessa Lopez Program Support
\$	-	Less 50% - Program Support
\$	1,708.48	Less 50% Yolizma Villegas Flores - Program Support
\$	2,629.24	Less 50% Stephanie Bibriesca - Program Support
\$	-	Less 50% Maria Cardenas - Program Support
\$	-	Less 50% - Program Support
\$	-	Less 50% - Program Support
\$	<u>20,786.64</u>	Total Administrative Costs



**Executive Summary  
2023/2024 Fiscal Year  
December 2023**

**HEAD START/EARLY HEAD START**

Month	Year	Location									Grand Total	
		Other	Alyce Norman	Itinerant	Esparto	Lemen	Montgomery	Prairie/Plainfield	WCC/Winters	Greengate		
July	2023	\$ 16,147.65	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,147.65
August	2023	\$ 301,551.22	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 301,551.22
September	2023	\$ 381,509.81	\$ 8,708.46	\$ -	\$ 1,130.74	\$ 572.56	\$ 256.17	\$ 1,484.16	\$ -	\$ 3,225.89	\$ -	\$ 396,887.79
October	2023	\$ 1,505.58	\$ 5,640.30	\$ 3,342.86	\$ 1,100.39	\$ 973.40	\$ 3,302.02	\$ 2,321.87	\$ 2,326.67	\$ 3,354.63	\$ -	\$ 23,867.72
November	2023	\$ -	\$ 8,988.79	\$ 3,264.79	\$ 1,099.97	\$ 1,011.37	\$ 3,571.06	\$ 2,375.79	\$ 1,338.88	\$ 3,775.77	\$ -	\$ 25,426.42
December	2023	\$ -	\$ 6,823.51	\$ 1,785.00	\$ 423.16	\$ 157.17	\$ 2,907.64	\$ 676.33	\$ 711.37	\$ 3,480.28	\$ -	\$ 16,964.46
January	2024	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
February	2024	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
March	2024	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
April	2024	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
May	2024	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
June	2024	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ 700,714.26	\$ 30,161.06	\$ 8,392.65	\$ 3,754.26	\$ 2,714.50	\$ 10,036.89	\$ 6,858.15	\$ 4,376.92	\$ 13,836.57	\$ -	\$ 780,845.26

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of 7/31/23	In-Kind Required
Head Start & Quality Improvement:	1,407,332.79	351,833.20
Head Start T & TA:	22,166.65	5,541.66
Early Head Start & Quality Improvement:	536,060.97	134,015.24
Early Head Start T & TA:	19,405.71	4,851.43
Total:	1,984,966.12	496,241.53

Amount Required: 496,241.53  
Actual In-Kind: 780,845.26

\*Surplus/(Deficit): 284,603.73

Surplus(Deficit): 284,603.73

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

**Headstart / Early Head Start  
2023/2024 Fiscal Year  
Administrative Percentage Calculation  
July 1, 2023 - June 30, 2024**

**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
1,440.00	130,680.00	0.011019		\$ -

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	\$ 154,343.28	\$ 2,028.83

**Step 2: Calculate maximum administrative expenses allowed for 15%**

Federal Share	\$ 1,984,966.12	All Grants
Required 20 percent NFS	\$ 496,241.53	Non Federal Share
Total Approved Costs	<u>\$ 2,481,207.65</u>	
15% Administrative Cost Limitation	<u>\$ 372,181.15</u>	

**Step 3: Identify total administrative expenses**

Dual Facility Costs	\$ 2,028.83	Per Above Calculation in step 1
School Admin	\$ 97,689.86	Staff charged to Administration
General Admin	\$ 164,495.13	Indirect
Total	<u>\$ 264,213.82</u>	

Grant Expenditures	\$ 1,816,742.54
Less Capital Outlay	\$ 1,123.00
= Expenditures subject to indirect	<u>\$ 1,815,619.54</u>

Currently Charged Admin Costs	\$ 264,213.82
In-Kind Indirect	\$ -
In - Kind Administrative	\$ -
Administrative Total	<u>\$ 264,213.82</u>

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

Maximum allowed Administrative Percent: 15%

Calculated Percentage to date: 11%



**Annual Jul 1, 2023 - December 31, 2023**

Calculation of Administrative Salaries

Annual		Current Month
\$ 68,170.24	Per Budget Report Object code 1xxx	\$ 11,361.70
\$ 44,035.00	Per Budget Report Object code 2xxx	\$ 7,222.54
\$ 44,273.03	Per Budget Report Object code 3xxx	\$ 7,667.80
<u>\$ 156,478.27</u>	Total Salary Costs Charged to Admin	\$ 26,252.04
<u>\$ 156,478.27</u>	Per Employer Paid Benefit History Report	\$ 26,252.04
	<b>Adjustment:</b>	
<u>\$ 156,478.27</u>		

Salary Costs that should be Program Support		
\$ 156,478.27	Total 1-6xxx admin costs from Budget Report	\$ 26,252.04
\$ 6,765.87	Less 50% - Vanessa Lopez Program Support	\$ 1,127.68
\$ -	Less 50% - Program Support	
\$ -	Less 50% - Program Support	\$ -
\$ 10,256.54	Less 50% Yolizma Villegas Flores - Program Support	\$ 1,708.48
\$ -	Less 50% - Program Support	
\$ -	Less 50% - Program Support	\$ -
\$ 9,995.94	Less 50% Maria Cardenas - Program Support	\$ 2,629.24
\$ 3,155.09	Less 50% Stephanie Bibriesca - Program Support	
	Less 50% - Program Support	\$ -
	Less 50% - Program Support	\$ -
\$ 126,304.83	Total Administrative Costs	

**HEAD START/EARLY HEAD START  
POLICY COUNCIL MEETING MINUTES  
November 16, 2023, at 9:30 am - 11:00 am  
1280 Santa Anita Court Suite 140 Woodland CA 95776**

**Council Members Present:**

Alysia Damián  
Kati Ojeda  
Jacklyn Macias  
Ashley Bones  
Eidy Carrillo  
Brianna August  
Natalie Meza  
Maribel Mora  
Silvia Parra  
Elizabeth Hernandez  
Savanah Quan  
Maria Paula

**YCOE Staff:**

Stephanie Bibriesca, Administrative Sec.  
Catherine Vibert, Sr. Bus. Service Tech.  
Marco Raya, Interpreter  
Nashyra Mendoza, Nutrition Specialist  
Jaqueline Tam, Site Coordinator  
Katrina Hopkins, Program Administrator  
Kathrine Rangel, Education Specialist  
Rocio Jacobo, Program Resource Specialist  
Naomi Gonzalez, Disability/Mental Health Manager  
Nicole Castrejon, FSSA Manager

**YCOE Administration:**

Cindy Nguyen, HR Executive Director  
Veronica Moreno, Assoc. Supt/Admin Svcs.

**AFSCME Council 57:**

**Community Members Present:**

**Action**

**1.0 Call to Order – 9:44 am**

**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 – November 16, 2023, Agenda**

**M1: Kati Ojeda**

**M2: Jackie Macias**

**3.2 Approval – October 19, 2023, Minutes**

**M1: Jackie Macias**

**M2: Natalie Meza**

**Action 4.0 Public Comment: None**

*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: Cindy Nguyen, HR Executive Director**

**5.1 Employment of New Hires:**

**M1: M2:**

**5.2 Employment of Substitutes:**

**M1: M2:**

**5.3 Employment of Various Service Providers:**

**M1: M2:**

**Open Session  
Information,  
Discussion &**

**Possible Action 6.0 Financial Reports: - Catherine Vibert, Sr. Bus. Service Tech**

**6.1 Monthly Financial Report**

Catherine reported on the financials for the month of October 2023.

**Discussion &**

**Possible Action 7.0 Regular Session:****7.1 Old Business:****7.1.1 Montgomery Play Yard Update – Shannon McClarin**

Shannon has been given an estimated project start date of 12/1/2023 and has a meeting with MME Principal to go over alternative playground while project is underway and details of an estimated completion date.

**7.2 New Business:****7.2.1 School readiness Committee – Jade Meihl****Information 8.0 Program Operations: Service Area Reports****8.1 Program Director/ECE – Shannon McClarin**

None. Shannon was not in meeting.

**8.2 Program Administrator HS/EHS – Katrina Hopkins**

Katrina read her report.

**8.3 Family Support Services Manager – Nicole Castrejon**

Nicole read her report. Parents had questions about the difference between State funded classrooms and Federal funded classrooms in relation to recruitment.

**8.4 Health Services Manager – Gustavo Melgoza**

Nashyra gave the Health report. Parents wanted to know when the Health Committee was going to start their meetings? They are still interested in changing the nutritional menu for breakfast and lunches served in the program. They would like to serve more nutritional meals and stay away from sugars and processed pre-packaged items.

**8.5 Education Services Manager / Site Coordinator – Jade Meihl**

Jade read her report.

**8.6 Disabilities/Mental Health Manager – Naomi Gonzalez**

Naomi read her report.

**8.7 Site Coordinator for EHS – Connie Luna**

Site Coordinator for Alyce Norman – Jacqueline Tam

Site Coordinator for Prairie, Greengate, Esparto – Sandra Hernandez

Site Coordinator for Plainfield, Montgomery HS, Woodland Central Center, Winters – Silvia Meza-Lara

**Information,  
Discussion &  
Possible Action**

**9.0 Suggested Future Agenda Item(s):**

- In Classroom Volunteering
- Policy Council Packets- can they start to have page numbers to follow along easier.

**Discussion**

**10.0 Program Reports**

10.1 Community Updates- Community Members- None

10.2 Alyce Norman EHS & HS Representative – Representative inquired about rainy day activities. She made an observation when picking her child that a group of kids where sharing the iPad wanted to know if every child had access to their own? Katrina let her know that iPads are used for lessons and for free time when on rainy schedule and would confirm there is enough for all students.

10.3 Esparto Center HS Representative- None

10.4 Home Base EHS Representative – None

10.5 Greengate Center HS Representative – Representative wanted to know if we could adjust our outdoor playtimes to accommodate the hottest time of the day since it has been so cold. Katrina will look into what can be done. Savannah wanted to let everyone know the Sandbox is much loved by all kids and that the front gate doors have started to be locked by 9:30am parents feel safe and wanted to give Thanks for the change.

10.6 Lemen Center EHS Representative- None

10.7 Marguerite Montgomery EHS & HS Representative- None

10.8 Plainfield Center HS Representative – None

10.9 Prairie Center HS Representative- None

10.10 Wolfskill Center HS Representative- None

10.11 Woodland Central Center – Representative wanted to see if our program could let parents know ahead of time when special visits will occur in the classroom like Dentist or Library time. She suggested Teachers/Managers use the Genie App notifications as a form of communication.

**Action**            11.0 **Confirmation Next Meeting Date** *January 25, 2024, at 9:30 AM*

**M1: Kati Ojeda**            **M2: Jacky Macias**

**Action**            12.0 **Motion for Adjournment:** **11:26 am**

**M1: Jacky Macias**            **M2: Brianna August**

*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 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**

## 7. 2. Cesar Chavez Attendance Reports for February 2024

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### Description

Cesar Chavez Attendance Reports for February 2024

### Recommendation

For information only.

### Supporting Documents



Data for Board February 2024

### Contact Person

Jared Coughlan, Principal, Alternative Education 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+: <b>2</b> 2. 30+: <b>0</b> 3. 15+: <b>4</b> 4. 5+: <b>2</b>  • 3 New Enrollments	In-person instruction: <b>22</b> Independent Study: <b>12</b>  • 4 New Enrollments	In-person instruction: <b>11</b> Independent Study: <b>0</b>  • 0 New Enrollments	In-person instruction: <b>0</b> Independent Study: <b>22</b>  • 1 New Enrollment

Attendance Update: 2/7/2024

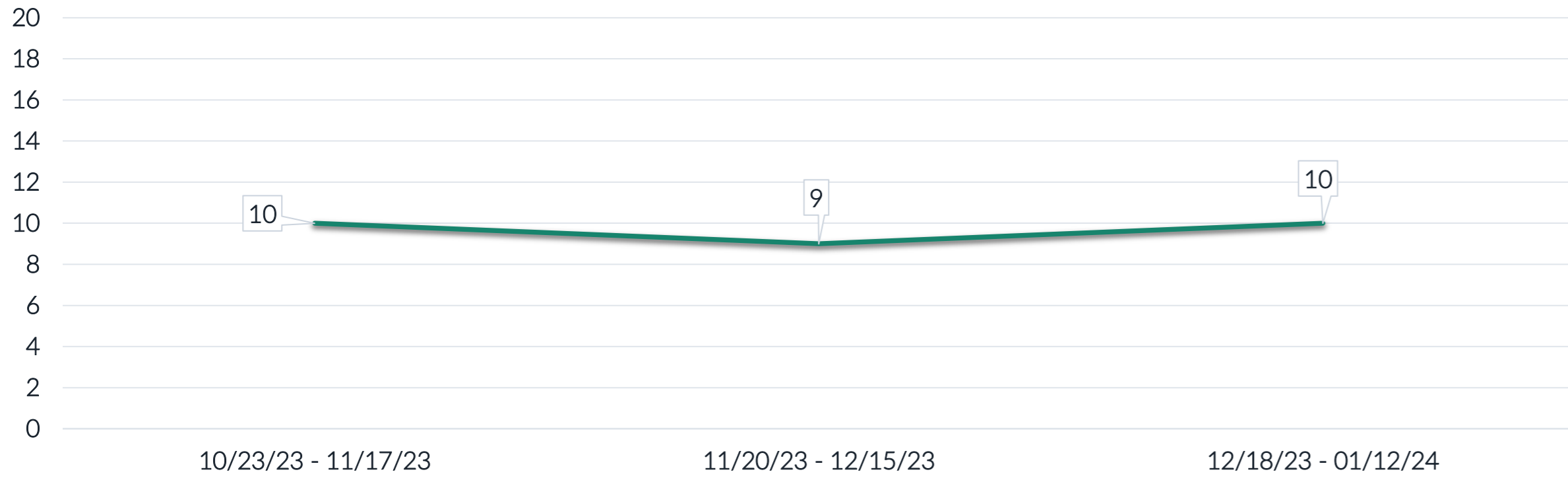


# Dan Jacobs School

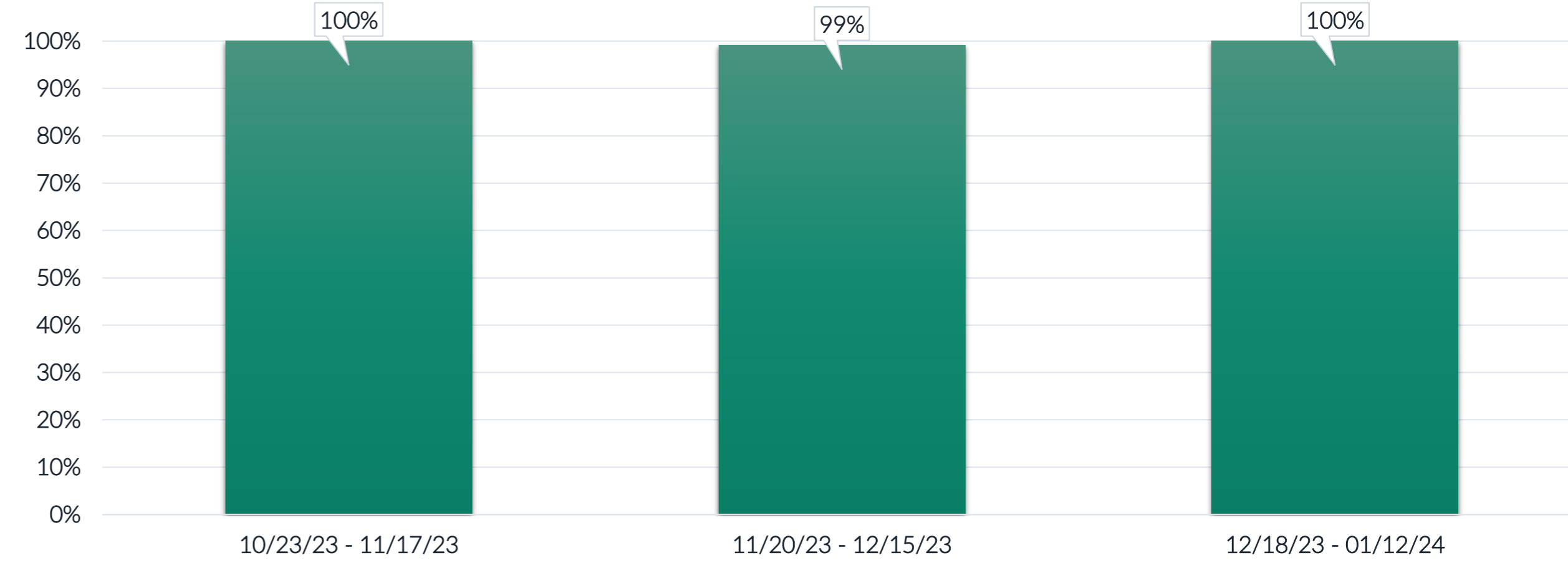
## Months 5-7 (2023-2024)

Attendance Period: 10/23/2023 - 01/12/2024

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

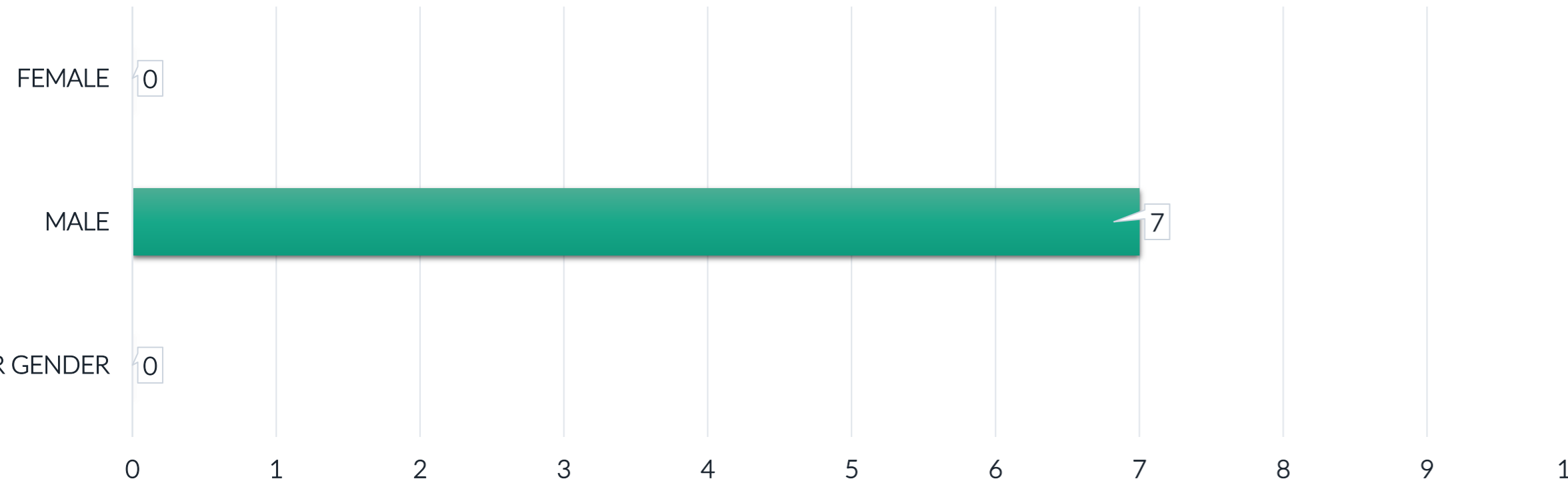


**Average Attendance (%)**

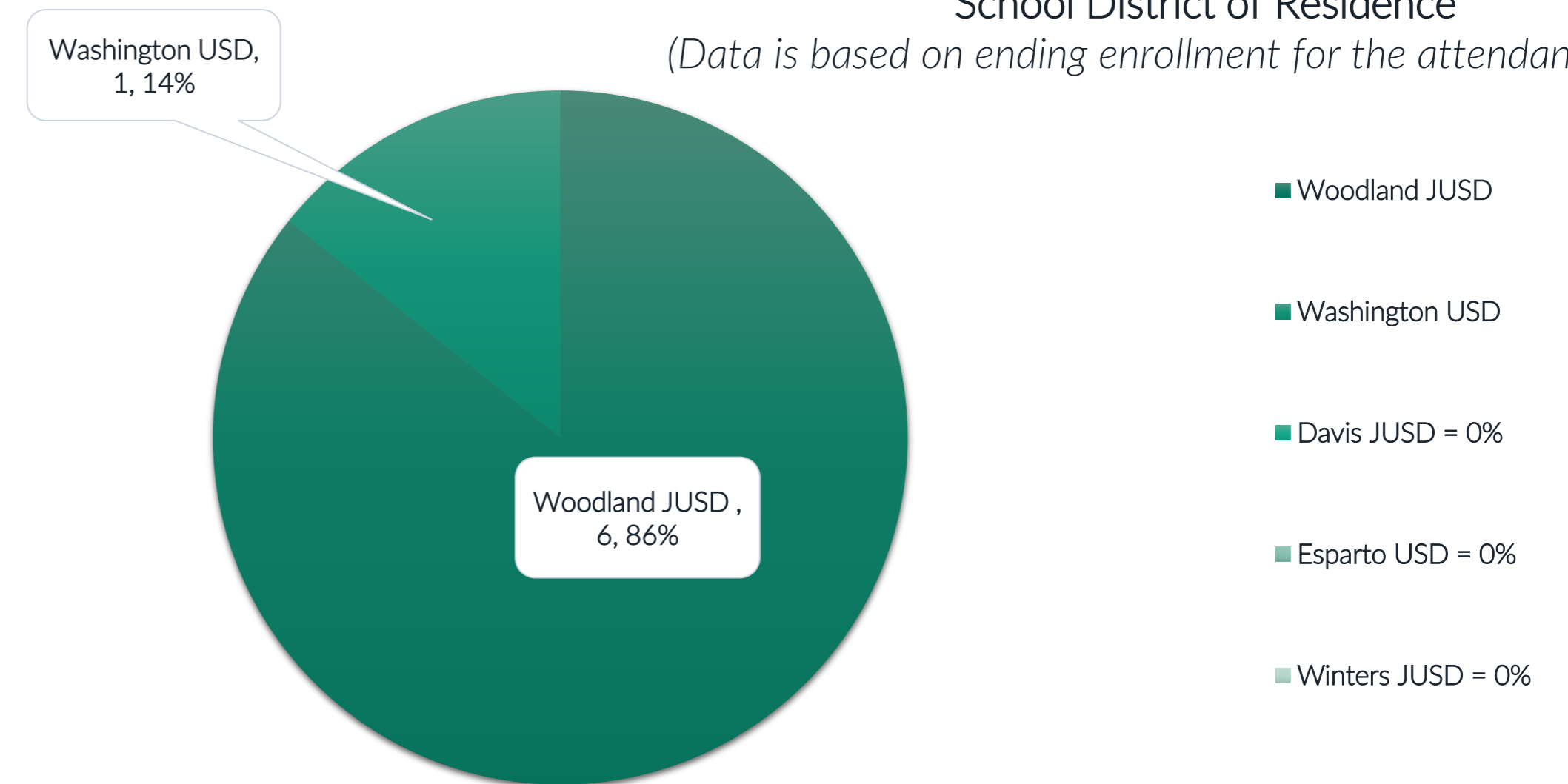


**Gender**  
 Attendance Period: 12/18/2023 - 01/12/2024

(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)



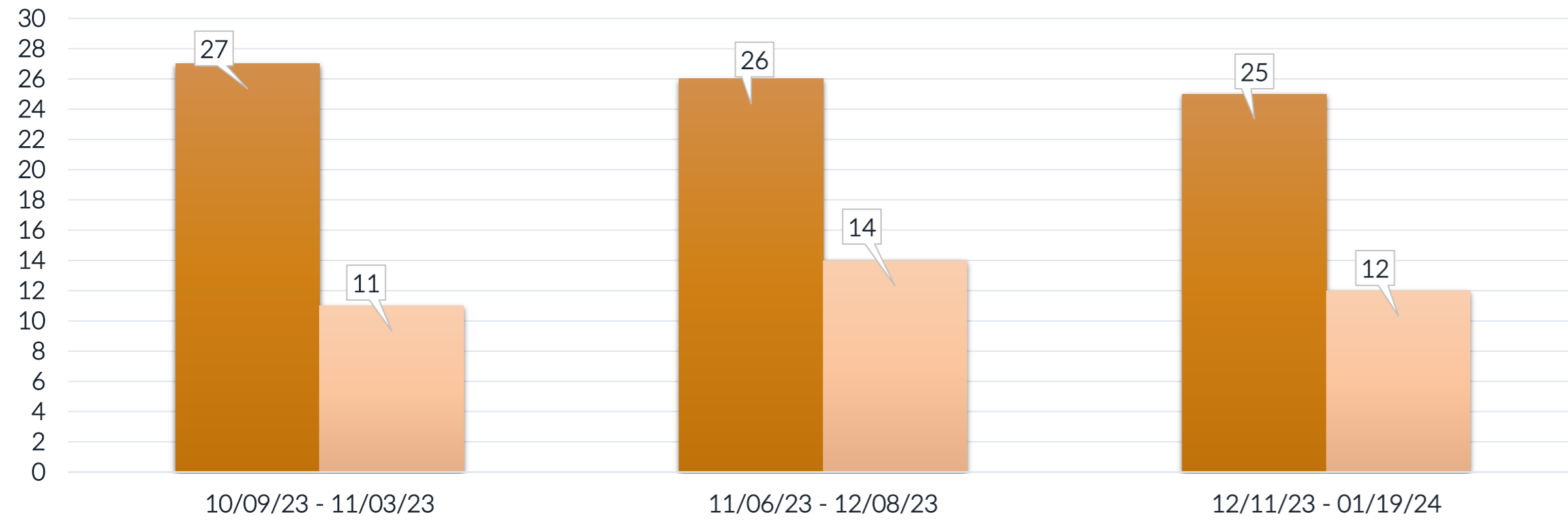
# Cesar Chavez Community School - Woodland

Month 3-5 (2023-2024)

Attendance Period: 10/09/2023 - 01/19/2024

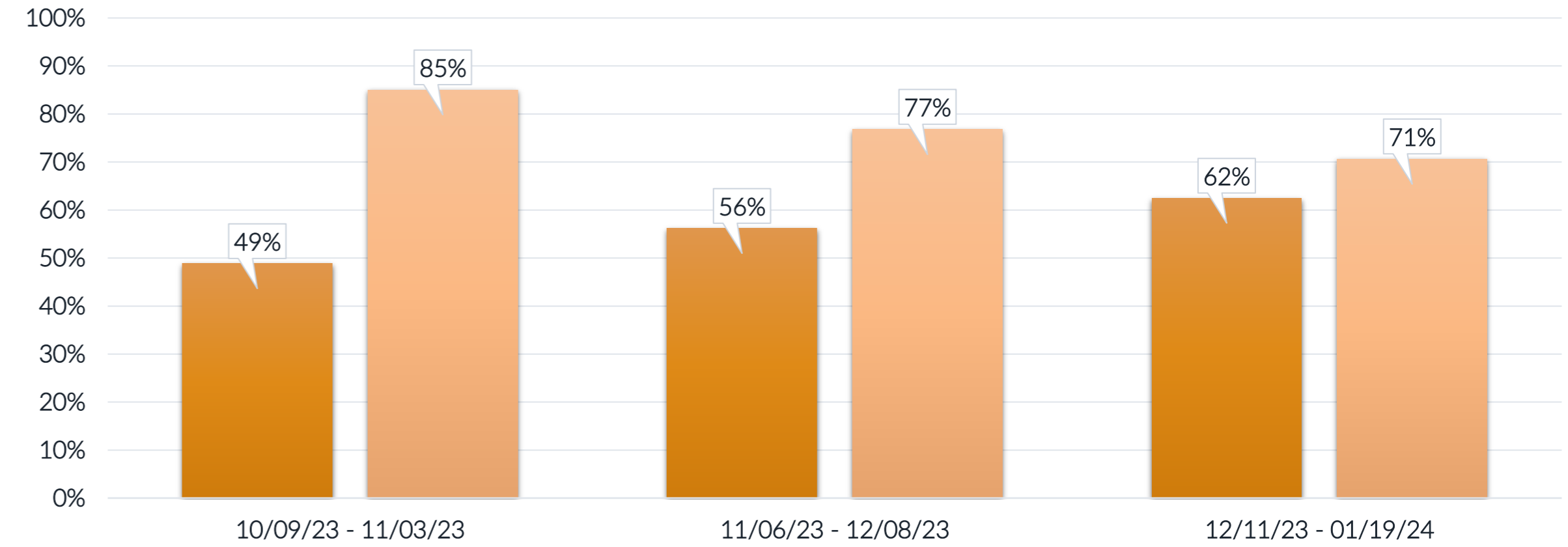
Enrollment Totals (#)  
(Total Enrollments for each attendance period)

Classroom  
Independent Study



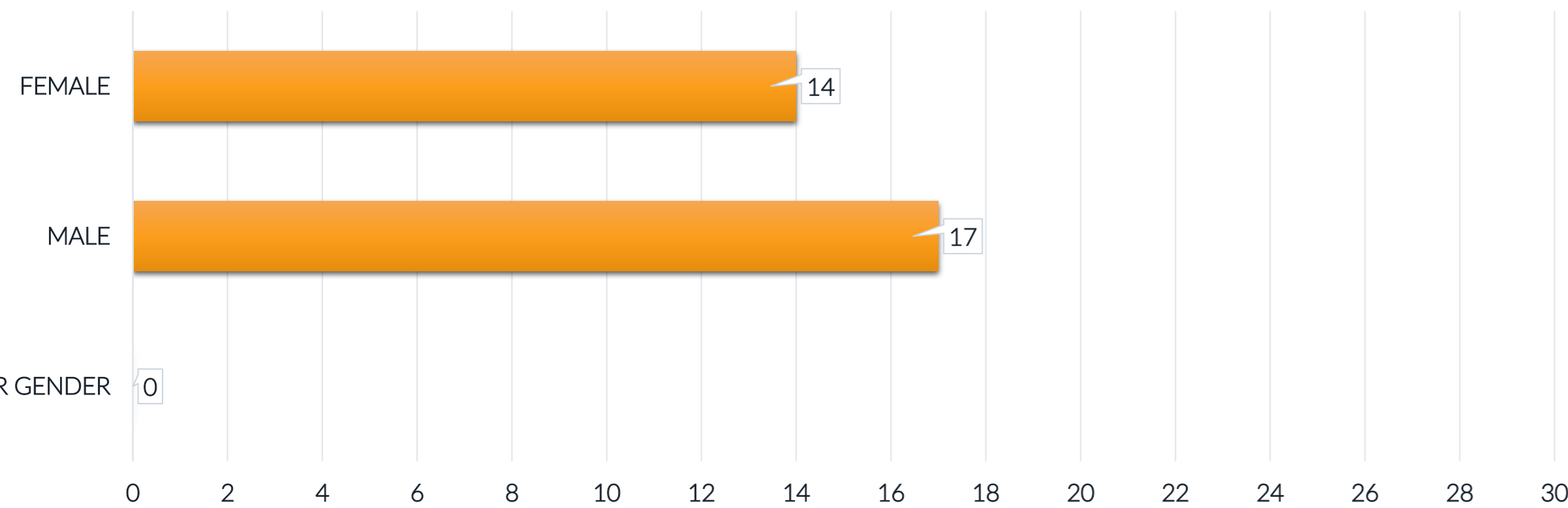
Average Attendance (%)

Classroom  
Independent Study



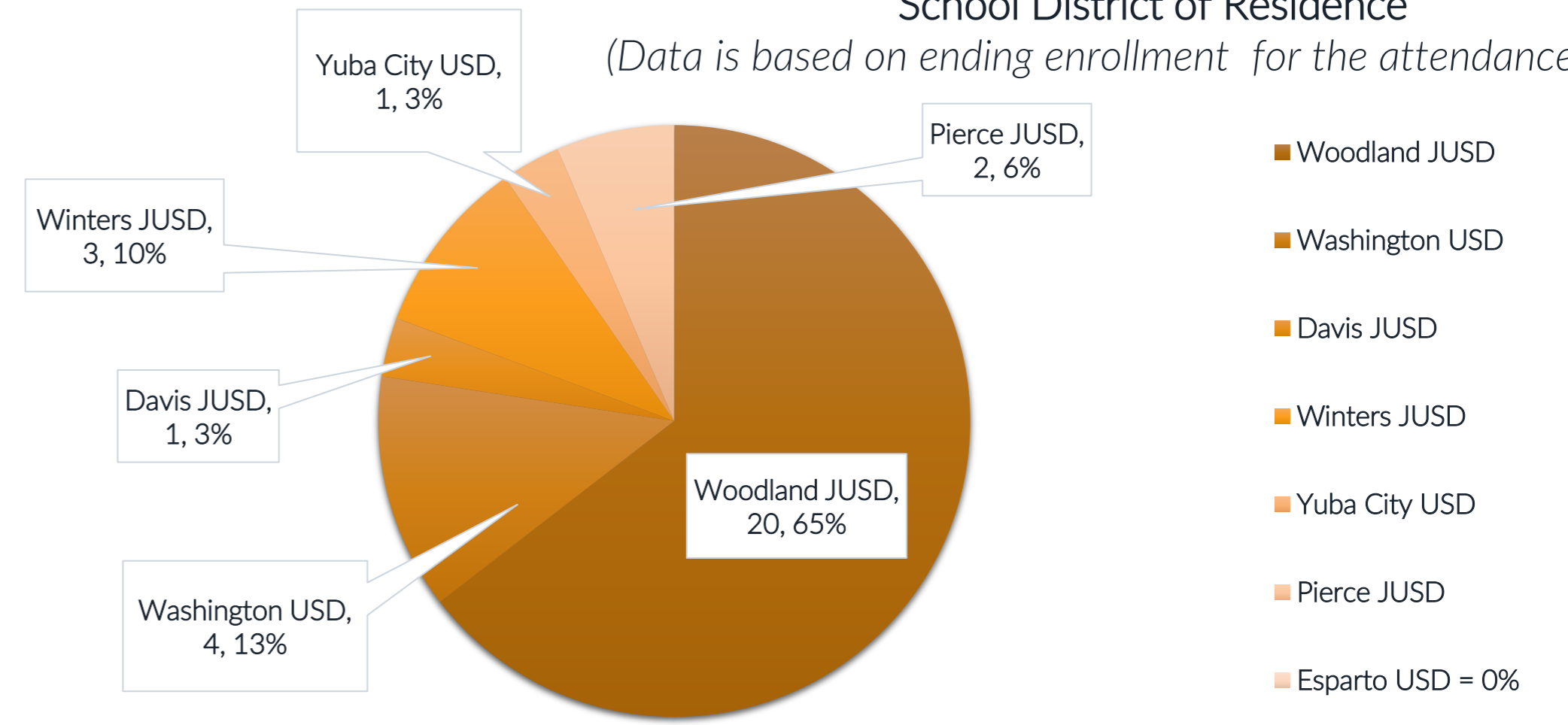
Gender  
Attendance Period: 12/11/23 - 01/09/24

(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period.)



School District of Residence

(Data is based on ending enrollment for the attendance month)

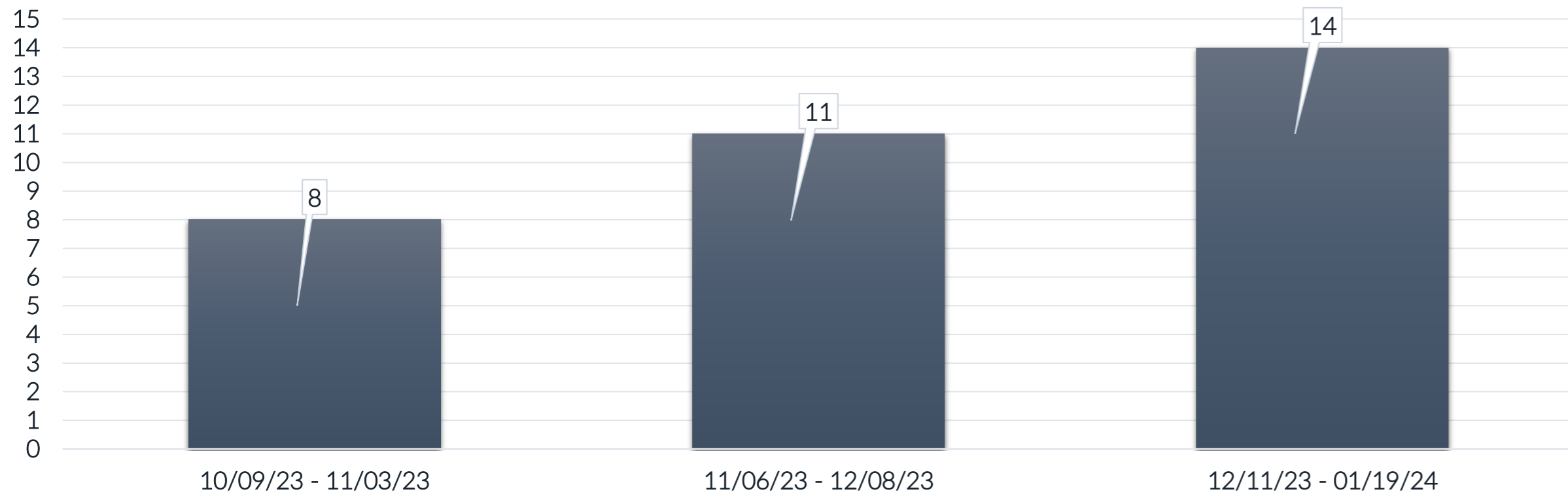


# YCCCP ( Yolo County Career Program)

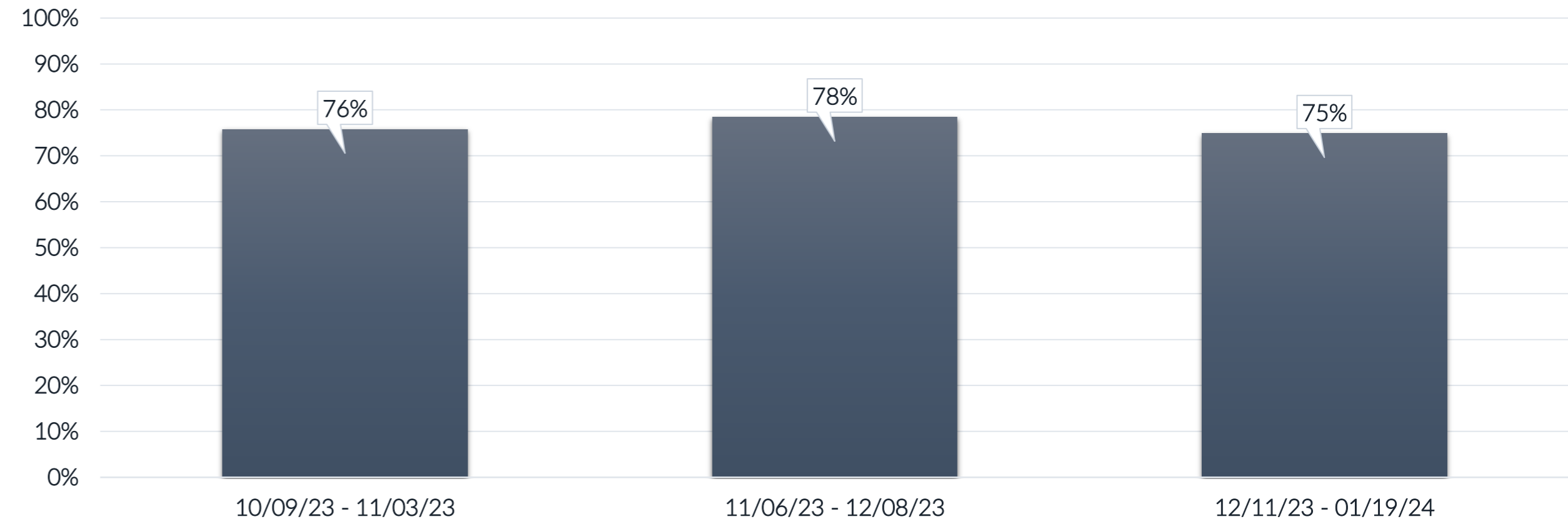
Month 3-5 (2023-2024)

Attendance Period: 10/09/2023 - 01/19/2024

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

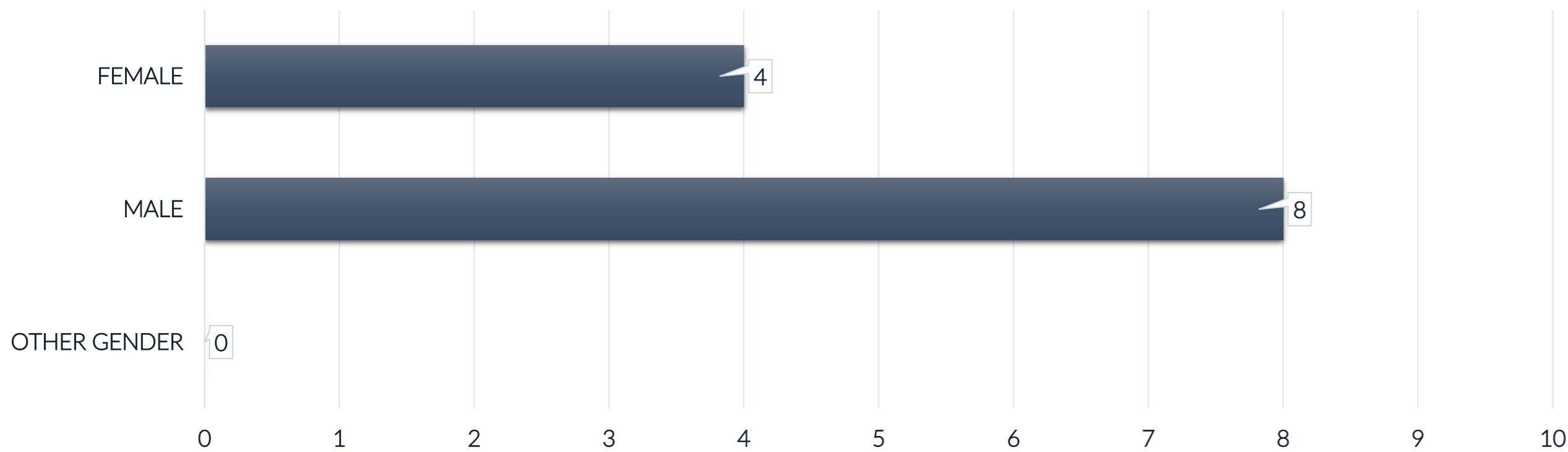


**Average Attendance (%)**

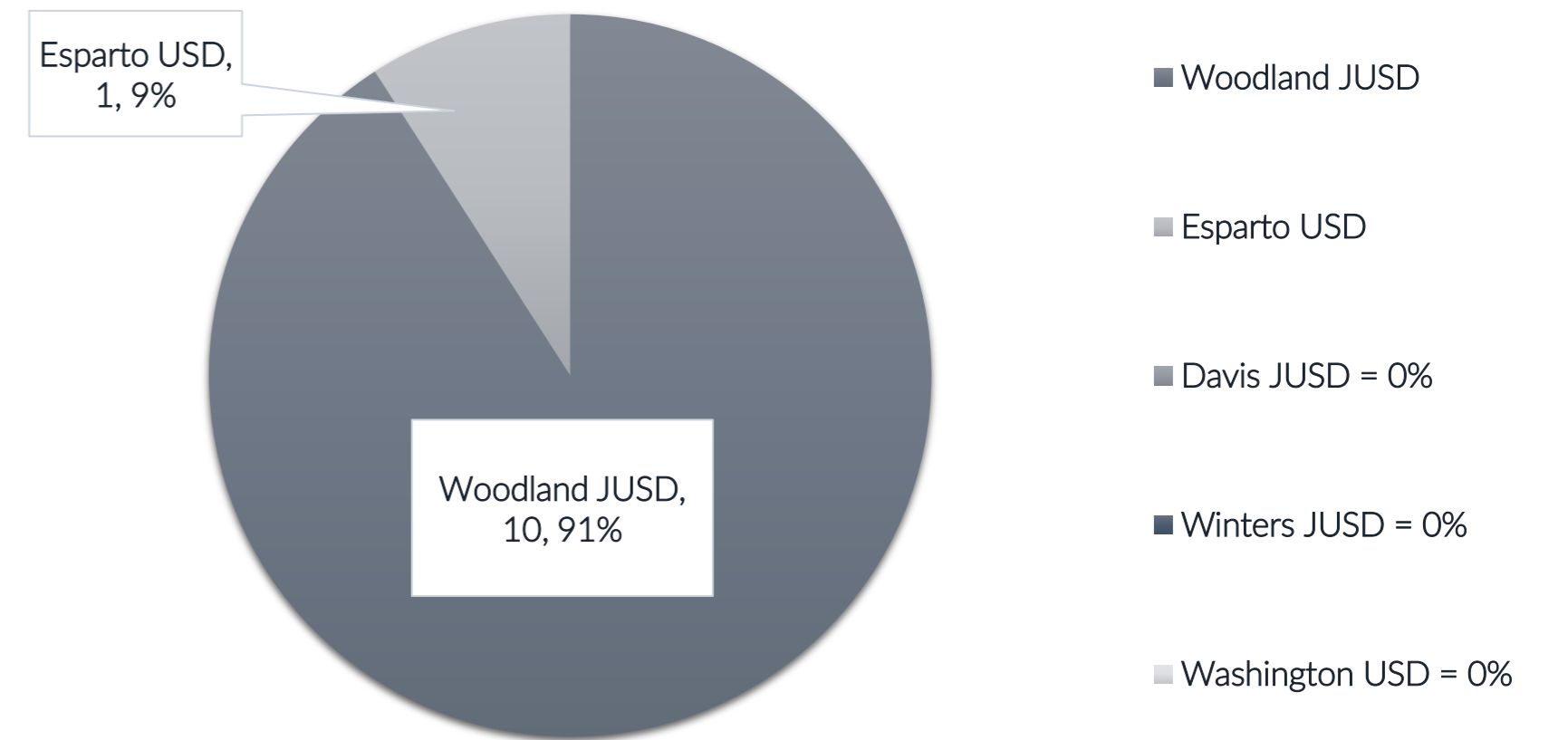


**Gender**  
Attendance Period: 12/11/23 - 01/19/24

(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)



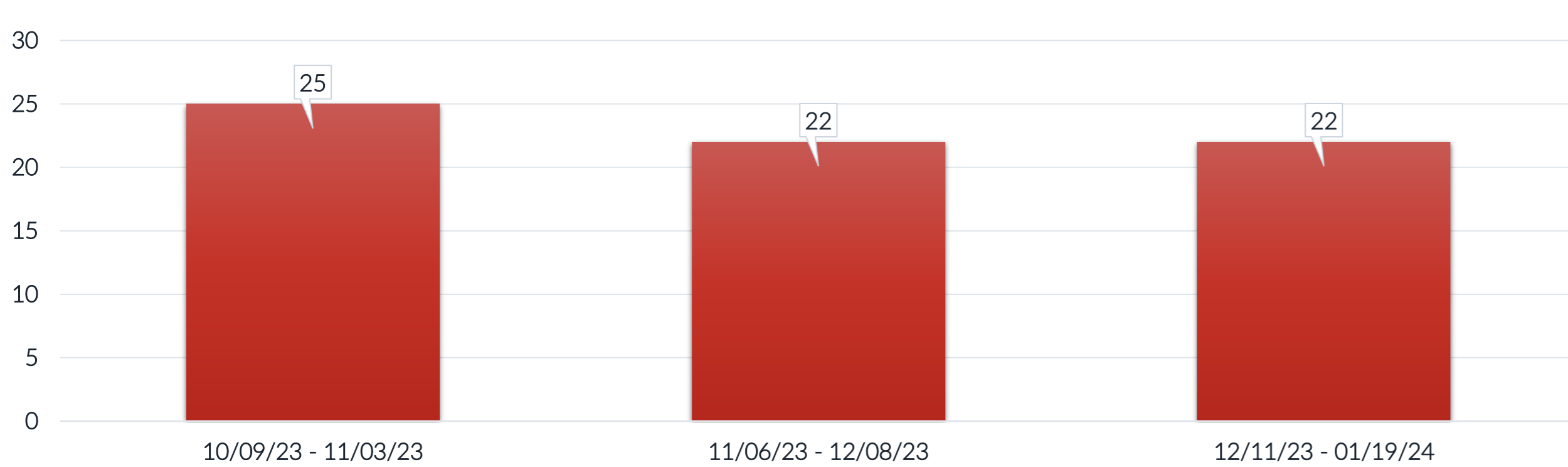


# Chavez Extension Program

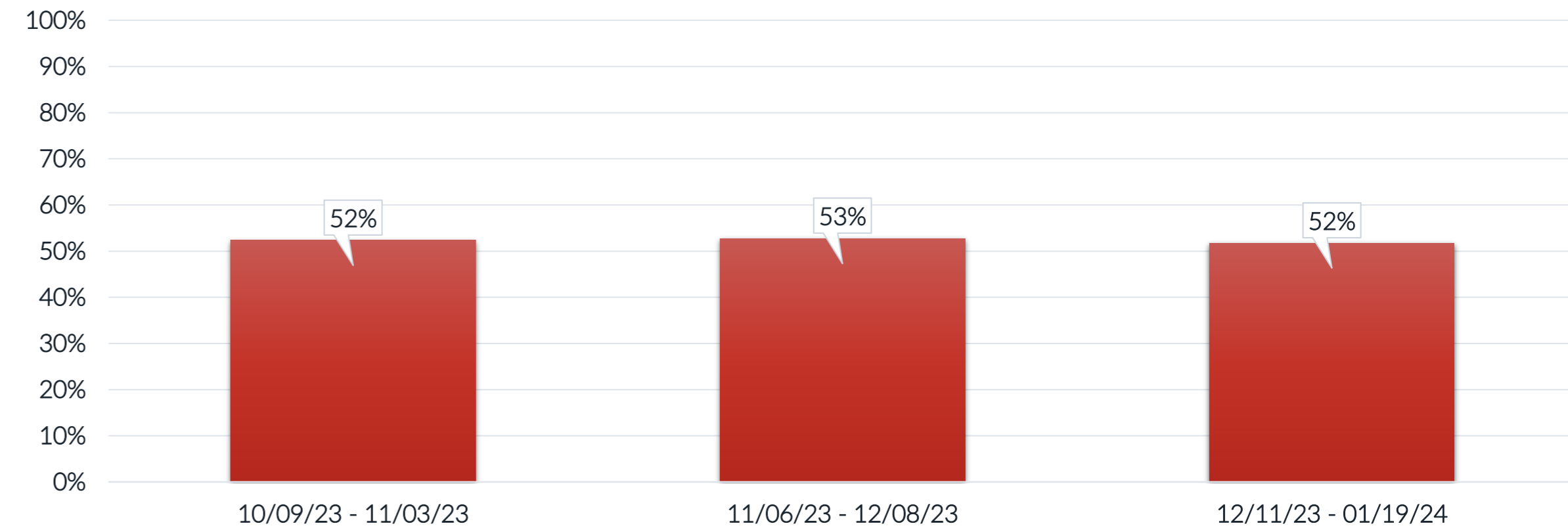
Month 3-5 (2023-2024)

Attendance Period: 10/09/2023 - 01/19/2024

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

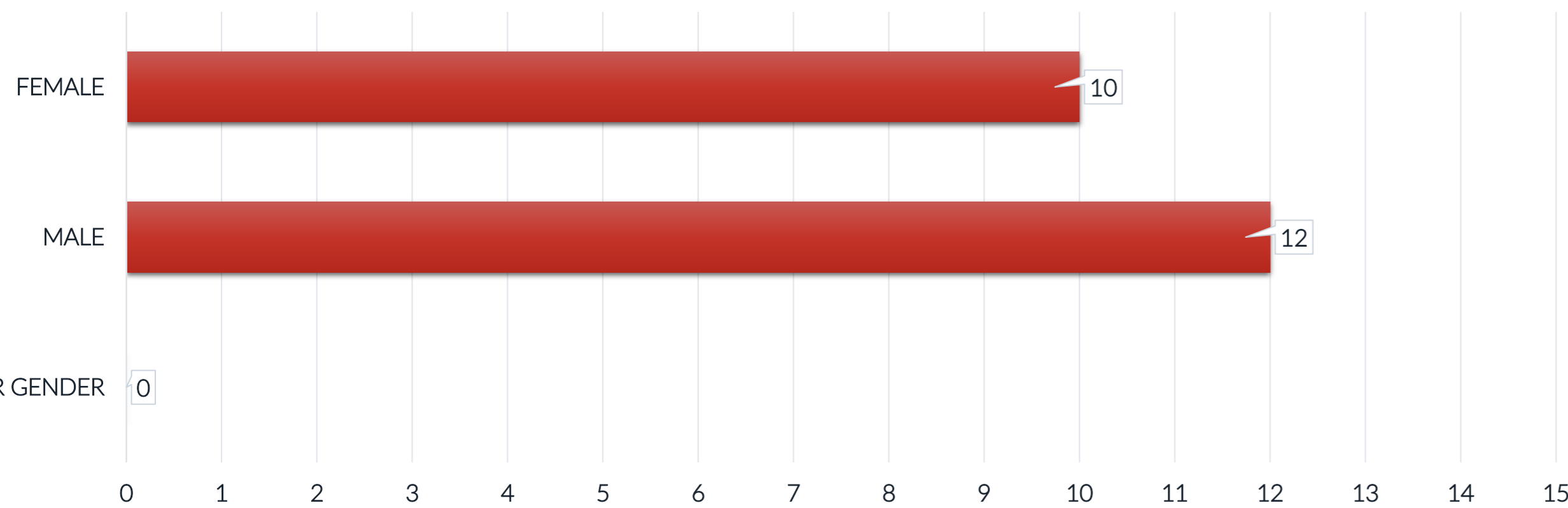


**Average Attendance (%)**

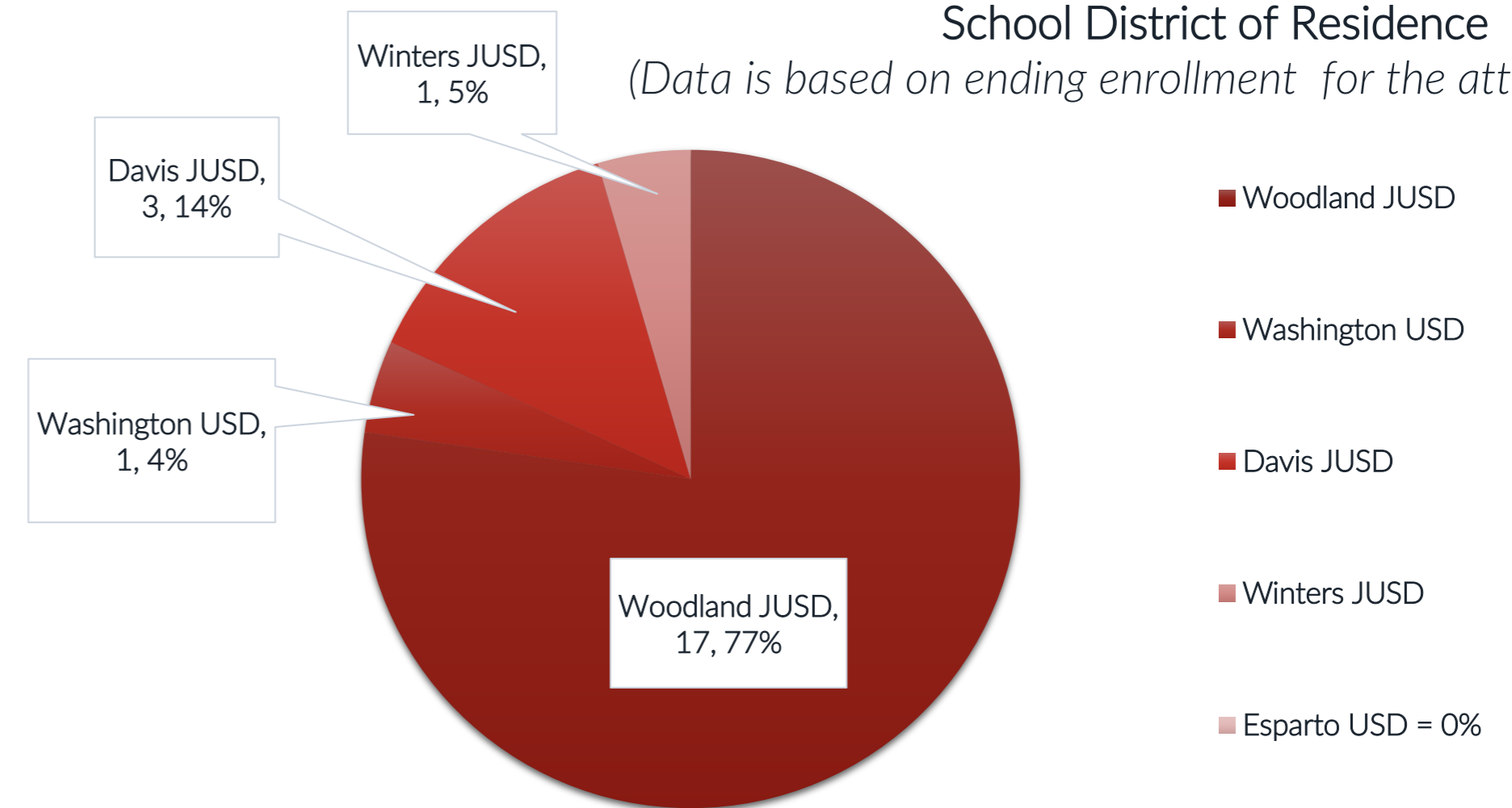


**Gender**  
Attendance Period: 12/11/23 - 01/19/24

(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

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### 7. 3. Proposed Dan Jacobs School Calendar

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#### **Description**

Education Code 48656.3 states that juvenile court schools shall not be closed on any weekday, except those weekdays adopted by the county board of education as school holidays, for in-service purposes, or to accommodate contingencies.

The 2024-25 school calendar presented to the Yolo County Board of Education for Dan Jacobs School at the county juvenile hall indicates the dates of operation and dates when Dan Jacobs School will be closed. This calendar indicates local holidays, school recesses, days set aside for Yolo County Office of Education staff orientation and school site preparation.

#### **Recommendation**

The 2024-25 Dan Jacobs calendar is for information this month and will come back to the Board as an action item at the next Board meeting on March 12, 2024.

#### **Supporting Documents**



2024-25 Calendar D - Board Copy

#### **Contact Person**

Stan Mojsich, Assistant Superintendent, Equity and Support Services will present this item.

Dan Jacobs (Juvenile Hall)

July (22 days extended year)

1	2	3	4☺	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August (15 days) (7 days extended year)

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

September (20 days)

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

October (23 days)

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

November (17 days)

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

December (15 days)

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

January (21 days)

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

February (18 days)

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

March (21 days)

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

April (22 days)

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

May (10 days) (11 extended year)

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

June (20 extended year)

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

♦	Staff Work Day--No Students
♠	School Begins/Ends
☺	Legal Holiday
♫	Local Holiday
☻	School Holiday
☀	School Recess/Instructional Staff--Non Work

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

Staff Orientation: 8/12/2024	
Instructional Days:	
Regular Year = 180	
<b>Extended Year =62</b>	
Month( ) = Teacher Work Days--182	
Calendar D	Approved:

## 7. 4. Mid-Year Local Control Accountability Plan (LCAP) Board Report

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### Description

Mid-Year Local Control Accountability Plan (LCAP) Board Report for Information.

### Recommendation

For information.

### Supporting Documents



Mid-Year LCAP Board Report



Mid-Year LCAP Board Report



2024 Mid Year LCAP CA School Dashboard Report - Annisa's Copy (1)



2024 Mid Year LCAP CA School Dashboard Report - Annisa's Copy (1).pptx

### Contact Person

Jared Coughlan, Principal, Cesar Chavez Community School and Stan Mojsich, Assistant Director, Equity and Support Services will present this item.

# Cesar Chavez Community School

## Mid-Year LCAP Report Second Quarter LCAP Report

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Jared Coughlan, *Principal*



# Local Control and Accountability Plan (LCAP)

---

## **Goal 1:**

**Engage all students in a robust educational program that provides academic support with the resources, relationships, and relevance they need in order to succeed in their secondary school careers and beyond by:**

- **Providing sufficient resources to ensure individualized support for all students.**
- **Engaging students in a robust course of study that allows them to attain the necessary skills to matriculate to a post-secondary career or college.**
- **Supporting college and career exploration to connect students with a vision of their future selves.**

# Local Control and Accountability Plan (LCAP)

---

## Goal 2:

**Develop and implement a multi-tiered system of support (M.T.S.S) in collaboration with partner agencies and families that improves student social-emotional health and overall well-being. the strategies implemented as a part of this system of support will be rooted in:**

- **Student Agency and Empowerment.**
- **Family and Community Engagement.**
- **Restorative practices.**



# Local Control and Accountability Plan (LCAP)

---

## Goal 3:

**Coordinate countywide services for expelled students and foster youth that builds cross districted collaboration and information sharing to ensure continuity of educational services.**





# Local Control and Accountability Plan (LCAP)

---

## Goal 4:

**Strategically leverage one-time grant funding to support the recovery and healing efforts of the Alternative Education Program. This innovation will focus on the providing for the immediate needs of students to recover from the pandemic while looking forward with intent and aspiration to realizing the full potential of YCOE as a place for our youth to thrive both now and for years to come.**



# Goal 1

---

**Engage all students in a robust educational program that provides academic support with the resources, relationships, and relevance they need in order to succeed in their secondary school careers and beyond.**

- **Implemented project based learning for each academic subject.**
- **Each teacher is expected to make three positive phone calls home per week.**

## **Quarter 2**

- **Continued our commitment to project based learning.**
- **Planning meetings have taken place to implement an Ethnic Studies class for 2024-2025 school year.**
- **CTE classes are in full swing in the YCCP program and more internships are in the works.**

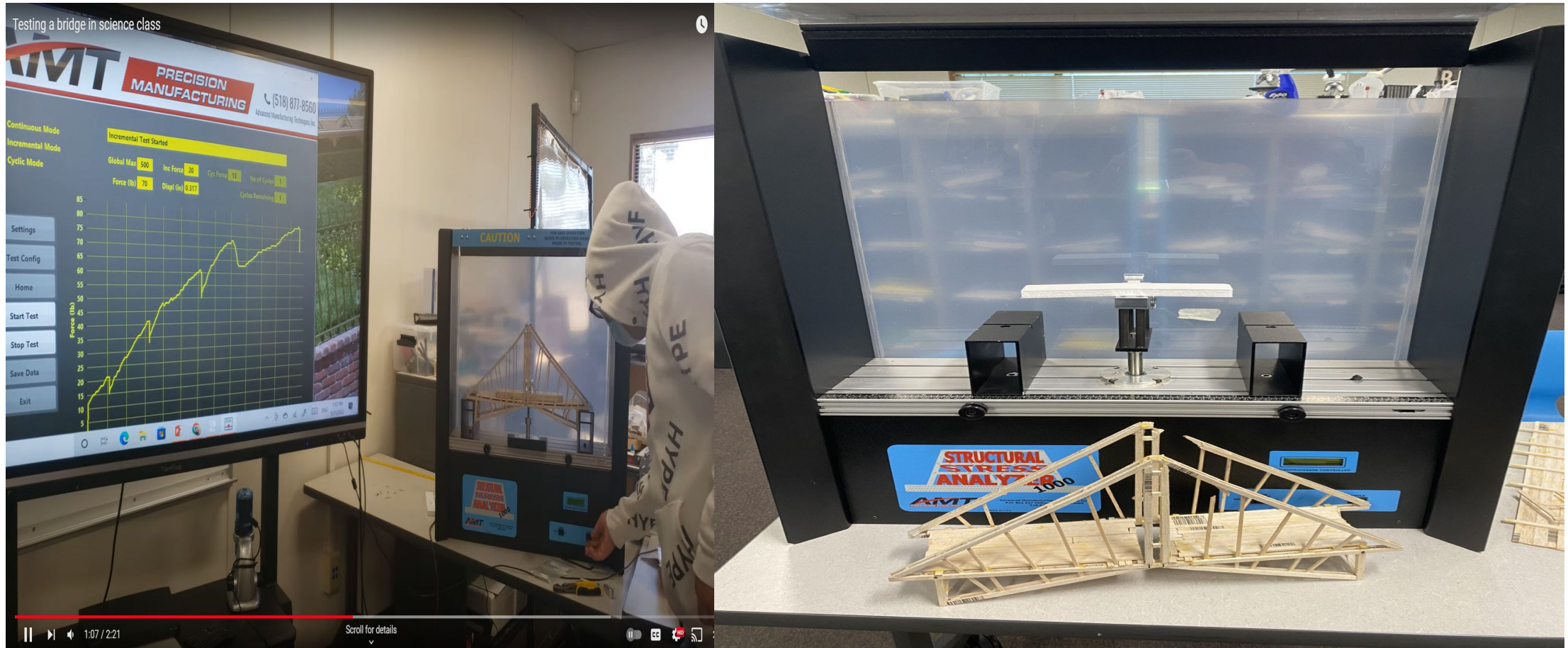


# Projects





# Projects



## Goal 2

---

**Develop and implement a multi-tiered system of support (M.T.S.S) in collaboration with partner agencies and families that improves student social-emotional health and overall well-being. the strategies implemented as a part of this system of support.**

- **Back to School Night barbecue.**
  - **In addition to site and YCOE staff we had approximately twenty community/family members and students.**
- **We had a community member speak to students about Dia De Los Muertos and and as a learning community the students built an alter.**
- **Students enjoyed a field trip to St. Mary's Cemetery in Sacramento to observe Dia De Los Muertos.**

### **Quarter 2:**

- **Family Holiday Meal**
- **Professional Development centered around Restorative Practices.**
- **Kelvin survey tool to take the pulse of student feelings and needs.**





# Back to School Night





# Worth a thousand words!





# Holiday Family Meal



## Goal 3

---

**Coordinate countywide services for expelled students and foster youth that builds cross districted collaboration and information sharing to ensure continuity of educational services.**

- **All Yolo County expelled youth are being served at Cesar Chavez Community School.**
- **We have been working closely with the Districts to provide transportation for expelled youth to bolster attendance and academic success.**
- **We are beginning the process of updating the M.O.U. for expelled youth (2023-2026)**

### **Quarter 2:**

- **Weekly collaboration meetings with partner districts centered on strategies to help students clear their expulsions.**
- **Student meetings to offer support for students who have stipulations to clear expulsions (community service, counseling hours...)**



# Goal 4

---

**Strategically leverage one-time grant funding to support the recovery and healing efforts of the Alternative Education Program. This innovation will focus on the providing for the immediate needs of students to recover from the pandemic while looking forward with intent and aspiration to realizing the full potential of YCOE as a place for our youth to thrive both now and for years to come.**

- **We are in the final stages of updating our Blueprint for Success as part of our transition to a Full Service Community School**
  - **Implementation grant to be submitted by February 9, 2024**
- **Extension and Independent Study programs are up to thirty-students.**
  - **Chavez Extension-20 students Independent Study-11 students.**
- **Professional Development provided to staff focussing on Restorative Circles and Practices.**

## **Quarter 2:**

- **Utilizing CSI funds to bring in the Mindset Academy to build student voice, SEL as well character development.**
- **Brown Issues college tours, voter registration drives, civic engagement lessons.**



# Highlights and Celebrations

---

**Modified Master Schedule to split the Core Program into two groups in order keep the class sizes small for the purpose of more individualized instruction.**

**Enrollment October 2022-2023 42 Students (all programs)**

**Enrollment October 2023-2024 64 Students (all programs)**

**Student interventions have increased approximately 40%**

- **Home visits**
- **Phone calls**
- **Child Family Team Meetings (C.F.T.'s)**
- **Quarterly progress reports mailed home to families.**

**Partnerships with community organizations**

- **Brown Issues (mentoring, field trips, civic engagement)**
- **Woodland Public Library (bi-weekly book club meetings)**
- **Yolo County Probation**
- **Communicare (on campus daily providing mental health support)**



## Highlights and Celebrations Quarter 2

---

- **Two students earned their high school diplomas at Dan Jacobs.**
- **Two students completed a college class at Woodland Community College as part of our dual enrollment program.**
- **Seven students are taking classes this semester.**
- **Partnership with Greengate School for Chavez students to support teachers and students in classrooms and with P.E. classes.**
- **524 credits earned by Chavez students during the first semester.**
- **A Chavez Student earned enough credits to return to Woodland High.**
- **Chavez staff held first “Data Dive” with Performance Fact to review what’s working and where we can improve. The next meeting will include families and community partners.**
- **Home visits and Child Family Team Meetings have resulted in multiple students improving their attendance.**
- **Support and Operation Services did an amazing job moving the Chavez Extension Program to their new space.**





# Good times at Cesar Chavez!





# Celebrations





# Areas of Opportunity

---

## Attendance:

- Attendance is improving slightly but not at the rate we would like.
  - Daily phone calls home.
  - Home visits to check on students/families and build relationships.
  - Attendance letters sent via U.S. Mail

## Quarter 2

- Continued outreach (home visits and phone calls.)

## First year Administrator.

- Principal Coughlan sought Coach Tom for counsel.
- Meetings with Associate Superintendent Arvizu-Espinoza and Assistant Superintendent Mojsich as well as former Chavez Administrators Gayelynn Gerhart and Heather Schlaman.
- Participation in Alternative Education Community of Practice group.
- Self paced trainings (Aeries, Education Code, Edgenuity)

## Quarter 2

- Upcoming WASC accreditation.
- Working with CA School Leadership Academy Coach for additional learning opportunities.
- Continued participation in the Alternative Education Community of Practice group.

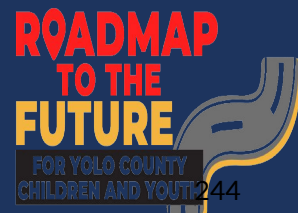


# 2024 Mid-Year LCAP Update

By Stan Mojsich Assistant Superintendent of Equity and Support

Jared Coughlan Principal Cesar Chavez

Feb 13, 2024



# Purpose

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. We are beginning the first of a new three year cycle.

- Context Of LCAP
- Process of Self Analysis
- Share the Connection to the Dashboard

# Yolo County

## OFFICE OF EDUCATION



### OUR VISION

TO BE A MODEL of  
excellence in educational  
service, innovation, and impact

### OUR MISSION

TO PROVIDE inspiration,  
leadership, support, and  
advocacy that ensures equity  
and access to high quality  
education for all students

### CORE VALUES

WE WILL:

- 🎓 Stay Student Centered
- 💬 Communicate Effectively
- 👥 Value Employees and Partners

### CULTURAL NORMS

- » Communication
- » Respect
- » Transparency
- » Celebration

**Guiding Principles**



**SHARED PRIORITIES**



**Quality  
Childcare, Early  
Learning, and  
TK12**



- Examples of Work include:
- Childcare Networks
  - Expanded Learning Opportunities



**Mental Health  
and Wellness**



- Examples of Work include:
- School Based and Early Childhood Mental Health Services



**Welcoming  
Beacons of  
Community Life**



- Examples of Work include:
- Full-Service Community Schools



**Thriving in  
Young  
Adulthood**



- Examples of Work include:
- Internships and First Generation Support



# Portrait of a Cesar Chavez Graduate

## Healthy Mind & Body

- Engages in a balanced healthy lifestyle that promotes overall physical and mental well-being.
- Able to make informed choices to promote healthy boundaries and relationships.



## Critical Thinker & Problem Solver

- Analyzes and evaluates information critically and competently and thinks flexibly.
- Imagines and devises new and innovative ways to address problems.



## Responsible & Accountable

- Recognizes and accepts feedback to develop and work on goals, and take responsibility.
- Identifies values, strengths, and areas of growth to develop successful routines.



## Civic-Minded Community Leader

- Uses empathy and integrity to negotiate and advocate for social equity and connection.
- Leads by example.



## Creative & Adaptive Learner

- Persists in the face of challenges.
- Has a growth mindset; embraces opportunities for continuous improvement.

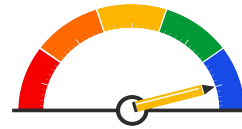


## College & Career-Ready

- Demonstrates mastery of key skills and knowledge for high school graduation and career readiness.
- Use an established network and self-determination to access and navigate systems of post-secondary education.



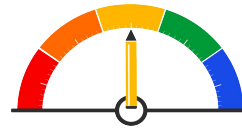
# Mid-Year Update for LCAP Data with the CA School Dashboard



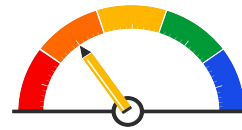
**BLUE**



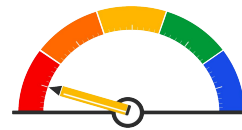
**GREEN**



**YELLOW**

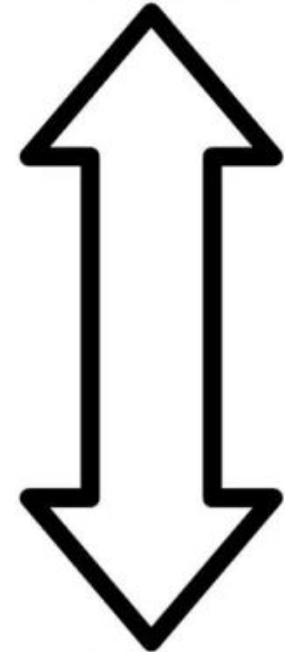


**ORANGE**



**RED**

Highest Performance



Lowest Performance

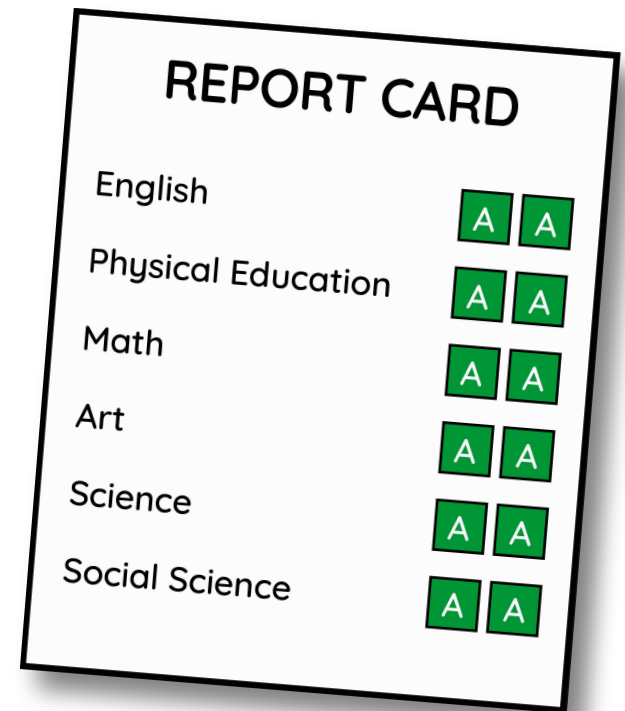




# Why is the California School Dashboard important?

The Dashboard is like a report card for our schools and districts:

- Communicates how schools and districts are doing
- Establishes common standards and expectations for all schools and districts
- Identifies student groups, schools and districts that may need extra support
- Focuses attention on 8 State Priorities
- Informs annual budget and strategic planning processes

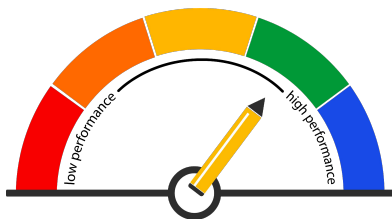




## Six State Measures

- Academic Performance  
English Language Arts and Math
- Chronic Absenteeism
- English Learner Progress (ELPI)
- HS Graduation Rate
- Suspension Rate
- College and Career Readiness

→ The performance levels are determined using current year and prior year data (change) and are represented by a color ranging from Red to Blue.



## Five Local Indicators

- Basic Conditions
- Implementation of Academic Standards
- School Climate Surveys
- Parental Involvement and Family Engagement
- Access to Courses

→ Data is **self-reported** by Districts to CDE  
→ Ratings include **“MET,” “NOT MET” or “NOT MET FOR TWO OR MORE YEARS”**

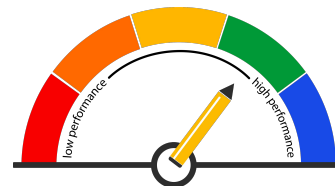
**STANDARD MET**



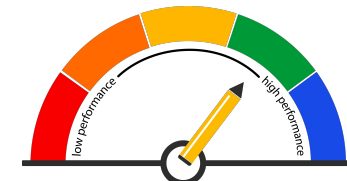
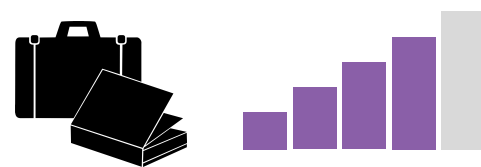
# What's new or different for 2023?



- Color Performance Indicators are Returning
- Five-by-Five Charts are Returning
  - Used to determine color - based on current year's performance level and change from last year.
  - Each indicator has its own Five-by-Five.
- College/Career Indicator is Returning
  - Only status this year due to lack of Performance Level last year.
- English Learner Progress Indicator (ELPI)
  - Districts/schools will receive a color
  - Only students who have taken the ELPAC for two years are included

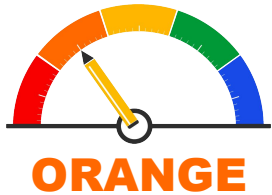


Level	Change				
	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Green	Green	Blue	Blue	Blue
High	Green	Green	Green	Green	Blue
Middle	Yellow	Yellow	Yellow	Green	Green
Low	Orange	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Orange





# Our Results on State Indicators



Suspension Rate



ELA Achievement



Math Achievement



English Learner Progress



Chronic Absenteeism



Graduation Rate



College/Career Indicator

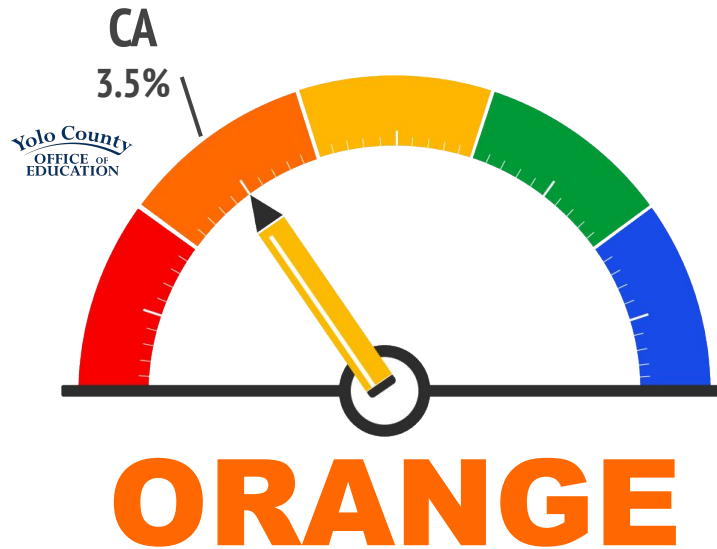
Our LEA did not receive a color rating for the other indicators because there were too few students to be measured, however, for some indicators there is still important data that can be used to improve programs for our students



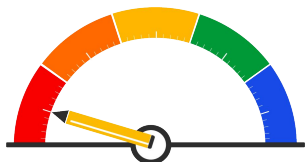
# Suspension Rate

**18.1%**  
**Suspended at  
least one day**

Declined 7.9% from  
prior year



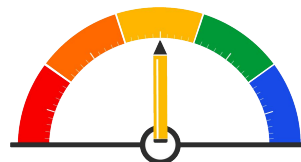
Our District  
should have been  
**YELLOW** (will  
contact the CDE  
for clarification)



**RED**



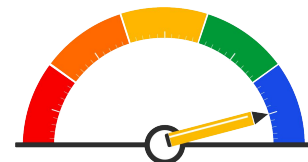
**ORANGE**



**YELLOW**



**GREEN**



**BLUE**

- Hispanic Students
- Socioeconomically Disadvantaged Students

# How do our Scores Compare to Similar Districts?



There are about 1,000 school districts in California; 19 are county offices of education with an enrollment less than 1,500; and an unduplicated rate between 45% and 75%

**19**  
Similar  
Districts



The number next to each indicator shows where we rank in comparison to the similar districts

**NA**



English Language Arts

**NA**



Math

**NA**



Chronic Absenteeism

**NA**



English Learner Progress

**8**



Suspension Rate

**NA**



Graduation Rate

**NA**



College Career Indicator

# Mid-Year Update for LCAP Actions and Metrics



# Kelvin Data Tool

**93% of students responded favorably when asked if adults on campus cared about them.**

**86% of students responded favorably when asked if adults took actions if students were being mean.**

**94% of students responded favorably when asked if they are taught about their culture and history.**

**88% of students responded favorably when asked if at this school, students of different backgrounds and cultures treat each other with respect.**

**87% of students responded favorably when asked if the rules at my school are the same for everyone.**

**93% of students responded favorably when asked if my school cares about what I think and what I have to say.**

# Status of 2023-2024 LCAP Metrics

<p>Goal 1 Desired Outcomes Engage all students in a robust educational program that provides academic support with the resources, relationships, and relevance they need in order to succeed</p>	<p>100% of Site teachers are properly credentialed, provided standard based lessons and have access to board approved curriculum.</p>	<p>100% of Facilities receive a "Good Status" on their FIT review.</p>	<p>100% of all English Learners have access to core academic content and ELD supports.  10% of E.</p>	<p>100% of students will demonstrate growth on assessments 95% of all eligible students will take the CAASPP and ELPAC Tests.</p>	<p>50% Completed CTE Courses of Study  10% of English Learners will be redesignated each year.</p>
<p>Goal 1 Desired Outcomes Continued</p>	<p>College and Career prepared as measured on CCI Indicator</p>	<p>A-G readiness and AP courses</p>	<p>100% of programs and services are provided to low income, English learners students with disabilities and foster youth pupils.</p>	<p>75% of students will earn 6 or more credits per quarter</p>	<p>100% of students have access to similar types of courses offered at a comprehensive high school</p>

<p>Making Progress or Complete</p>	<p>May not be completed</p>	<p>Not or will not be completed</p>
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# Status of 2023-2024 LCAP Metrics

<p>Goal 2 Desired Outcomes: Develop and implement a multi-tiered system of support in collaboration with partner agencies and families...</p>	<p>Attendance Rate: Cesar Chavez 75% Dan Jacobs: 95%</p> <p>Graduation rate: 85%</p>	<p>High School dropout rate less than 10%.</p> <p>Maintain expulsion rate at 0%</p> <p>Middle School dropout rate is 0%</p>	<p>85% Response rate in students completing the CHKS</p> <p>Maintain 100% of parents of students with disabilities will receive promotional materials</p>	<p>95% of families will have an input conversation with a staff member,</p>	<p>50% of parents will participate in quarterly family engagement events.</p>
<p>Goal 3 Desired Outcomes: Coordinate countywide services for expelled and foster youth</p>	<p>100% of districts have adopted and are implementing the Expelled Youth Plan.</p>	<p>At least 80 percent of youth in Foster care will maintain school placement throughout the school year</p>	<p>100% of Multi Disciplinary Team (MDT) meetings have educational representation</p>	<p>Response time to request for information is less than 48 hours</p>	<p>All data sharing agreements are in place and student records are transferred within two school days.</p>

Making Progress or Complete

In process to be completed

Not or will not be completed

# Status of 2023-2024 LCAP Metrics

<p>Goal 4 Desired Outcomes: Strategically leverage one-time grant funding to support the recovery and healing efforts of the Alternative Education program.</p>	<p>75% of students needing credit recovery will enroll in summer school with 95% attendance</p>	<p>50% of students enrolled for more than 30 days will be offered the opportunity to participate in their own CFT</p>	<p>100% of families will be contacted at least monthly by the parent liaison</p>	<p>100% of students will meet regularly with the school counselor to monitor and provide access to school and community resources.</p>	<p>Maintain 100% of students receiving weekly home visits</p>
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Making Progress or Complete

In process to be completed

Not or will not be completed

# Additional Information

- Greengate/Chavez upgrade is underway and will provide added security measures as well as facility updates.
- Professional Development is being planned around integrated and designated English Language development.
- An after school program will be implemented during the second semester to provide students with credit recovery opportunities.
- 25 students have 10+ absences-Incentives are underway to boost attendance. (monthly award ceremonies, Chavez branded gear)
- Expelled Student MOU is up for renewal this spring and is being reviewed with the Districts for the purpose of best supporting students.
- An additional clinician with Communicare will be on campus to support student social/emotional health and well-being.

# Status of 2023-2024 LCAP Actions Goal 1

<p><b>Action 1:</b> <b><i>Base Program Expenditures</i></b></p> <p>Site is fully staffed.</p> <p>Supplies are purchased as needed.</p> <p>Curriculum is fully funded and supported.</p>	<p><b>Action 2:</b> <b><i>Beginning Teacher Induction</i></b></p> <p>No certificated staff are currently in need of this program.</p>	<p><b>Action 3:</b><b><i>Staff Coaching and Professional Development</i></b></p> <p>P.D. is provided at monthly staff meetings.</p>	<p><b>Action 4:</b> <b><i>YCCP Teacher in place.</i></b></p>	<p><b>Action 5:</b> <b><i>WASC Accreditation</i></b></p> <p>Cesar Chavez is currently in the self study portion of the process.</p>
<p><b>Action 6:</b> <b><i>CTE curriculum provided to students</i></b></p> <p>Entrepreneurship curriculum is being presented.</p>	<p><b>Action 7:</b> <b><i>CTE Education Program Supports</i></b></p> <p>Contracted prep time is provided as well as other supports for CTE instruction</p>	<p><b>Action 8:</b> <b><i>Program Facilities, Technology Support, and Indirect Costs</i></b></p> <p>The facility is in good repair as evidenced by the results of the F.I.T. inspection and report.</p>	<p><b>Action 9:</b> <b><i>Paraeducator Services</i></b></p> <p>Each classroom has a paraeducator</p>	<p><b>Action 10:</b> <b><i>Independent Study</i></b></p> <p>The independent study program is staffed by a certificated teacher and a paraeducator. Students are making progress and accruing credits.</p>

Making Progress or Complete

In process to be completed

Not or will not be completed

# Status of 2023-2024 LCAP Actions Goal 2

<p><u>Action 1:</u> <b>Family Engagement. Back to School Night Barbecue</b></p> <p>Student/Family holiday meal.</p> <p>Coffee with Principal</p> <p>Child-Family Team meetings.</p> <p>Home visits.</p>	<p><u>Action 2:</u> <b>Community Engagement</b></p> <p>Field trips.</p> <p>Guest speakers.</p> <p>College admission sessions.</p>	<p><u>Action 3:</u> <b>Positive Behavior Supports and Interventions</b></p> <p>Professional Development in this area is in the planning stage.</p>	<p><u>Action 4:</u> <b>Brown Issues</b></p> <p>Monthly meetings with Brown Issues staff.</p> <p>Upcoming college tours.</p> <p>Voter registration drives.</p> <p>Capital visits.</p>
<p><u>Action 5:</u> <b>Mental Health Therapist</b></p> <p>Additional Therapist will be on staff in February.</p>	<p><u>Action 6:</u> <b>Restorative Practices</b></p> <p>Community Circles training.</p> <p>Restorative meetings with students and staff.</p>	<p><u>Action 7:</u> <b>_Youth Advocate</b></p> <p>The position is staffed.</p>	<p><u>Action 8:</u> <b>Student Transportation</b></p> <p>Additional routes added to support student need.</p>

Making Progress or Complete

In process to be completed

Not or will not be completed



# Status of 2023-2024 LCAP Actions Goal 3

<u>Action 1:</u>	<u>Action 2:</u>	<u>Action 3:</u>	<u>Action 4:</u>	<u>Action 5:</u>
<p><b>Countywide Coordination of Education for Expelled Youth</b></p> <p>The MOU is being reviewed and will be renewed during the Spring 2024 semester.</p>	<p><b>Foster Youth Services Coordinating Program (FYSCP)</b></p> <p>There are currently no foster youth enrolled.</p>	<p><b>Collaborative Services for Foster Youth</b></p> <p>There are currently no foster youth enrolled.</p>	<p><b>Countywide Foster Youth Policies, Agreements, and Data</b></p> <p>There are currently no foster youth enrolled.</p>	<p><b>Foster Youth Transitions</b></p> <p>There are currently no foster youth enrolled.</p>

Making Progress or Complete

In Process to be completed

Not or will not be completed

# Status of 2023-2024 LCAP Actions Goal 4

<p><b>Action 1: Summer School - Extended School year.</b></p> <p>Summer 2023 was conducted. Summer 2024 is under consideration.</p>	<p><b>Action 2: Chavez Extension Program.</b></p> <p>Program is in place and is fully staffed.</p>	<p><b>Action 3: Student Data Analyst.</b></p>	<p><b>Action 4: Social-Emotional Learning Supports</b></p> <p>Communicare is on campus daily.</p> <p>Child-Family team meetings are held for struggling students.</p>	<p><b>Action 5: Full Service Community School.</b></p> <p>Grant is in the final phase of preparation.</p> <p>The Blueprint has been completed</p>	<p><b>Action 6: Educational Technology</b></p> <p>Twenty additional Chromebooks have been ordered to ensure that there is a device for each student.</p>
<p><b>Action 7: Learning Space Improvement.</b></p> <p>Outdoor learning environment is included in the Chavez/Greengate project.</p>	<p><b>Action 8: Program Specialist: Youth Development.</b></p> <p>Position is staffed.</p>	<p><b>Action 9: Youth Advocate.</b></p> <p>The position has been put on hold pending budget review due to State Budget shortfall.</p>	<p><b>Action 10: Culturally Relevant Curriculum.</b></p> <p>Reading with Relevance as well as other Social Studies, English Language Arts and Art projects centered around diversity are presented in class.</p> <p>Ethnic Studies curriculum preparation meetings have been calendared.</p>	<p><b>Action 11: Staff Professional Development.</b></p> <p>Professional Development is ongoing at monthly staff meetings.</p>	<p><b>Action 12: 10% Paraeducator Reserve.</b></p> <p>This has been spent.</p>

Making Progress or Complete

In Process to be completed

Not or will not be completed

# Status of 2023-2024 LCAP Actions Goal 4 (Continued)

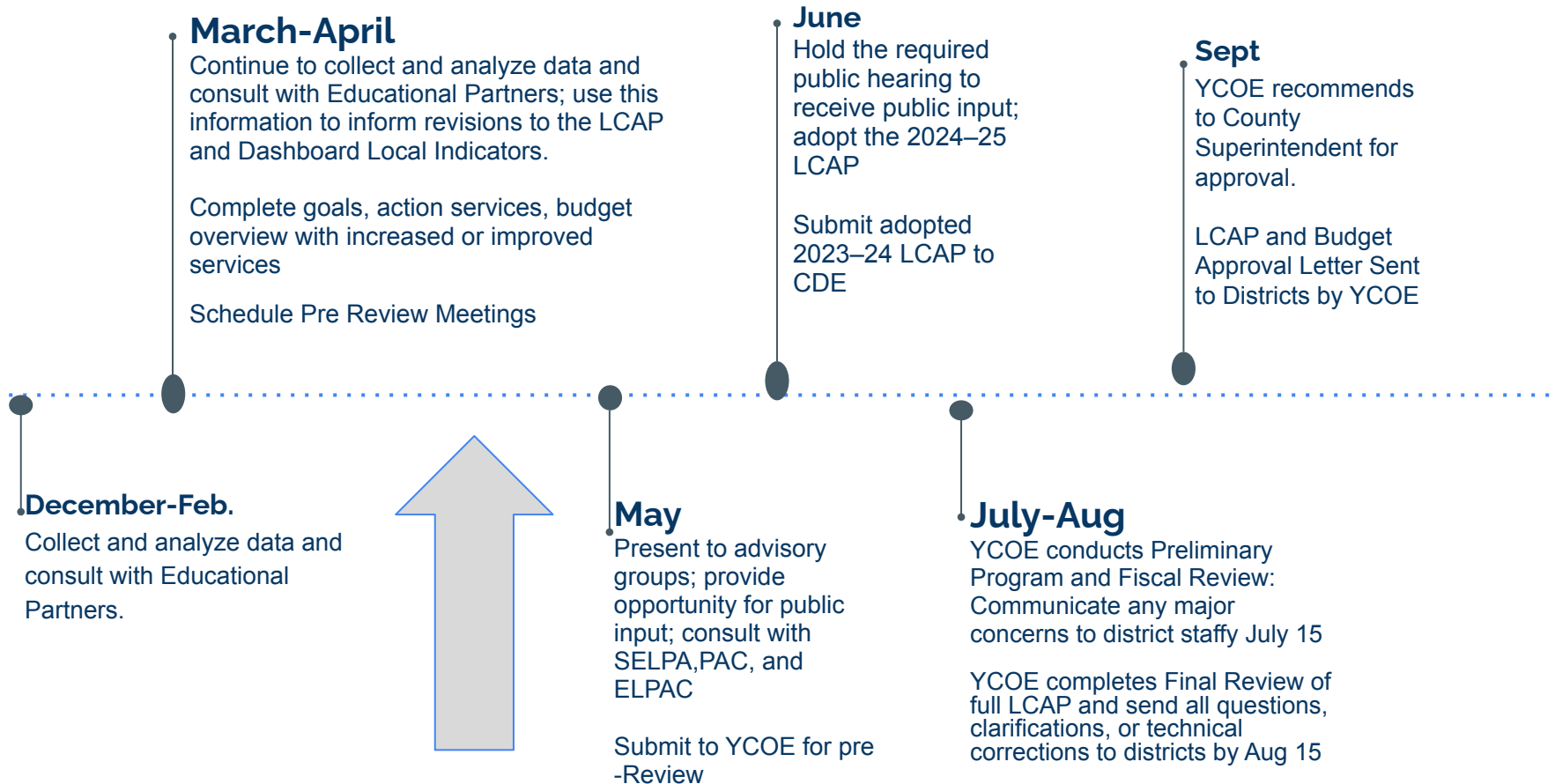
<p><b>Action 13:</b> <b><i>Accelerated Learning Opportunities</i></b></p> <p>After School academic intervention program will begin with the start of the second semester.</p>	<p><b>Action 14:</b> <b><i>Professional Development for staff and leadership to implement the CA English Learner Roadmap and provide high-quality integrated and designated ELD</i></b></p> <p>Professional Development will be provided by YCOE staff as well as any outside agency we may contract with.</p>	<p><b>Action 15:</b> <b><i>Accelerate academic achievement</i></b></p>	<p><b>Action 16:</b> <b><i>Credit Recovery</i></b></p> <p>Ingenuity with paraeducator support is in place for all students.</p>	<p><b>Action 17:</b> <b><i>Youth Mentoring</i></b></p> <p>Students are being mentored by S.O.S. staff.</p> <p>Students participated with the D.A.'s Youth Leadership Academy.</p> <p>Students met with admission specialist from Los Rios Community College.</p> <p>Students participated in field trips centered around mentoring.</p>
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Making Progress or Complete

In process to be completed

Not or will not be completed

# Suggested LCAP 2024/25 Development Timeline:



Contact information:

Stan Mojsich  
Assistant Superintendent Equity and Support  
stan.mojsich@ycoe.org  
W: (530) 668-3711

# Thank You!



## 7. 5. National External Diploma Program (NEDP)

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### Description

Information on Implementation of the National External Diploma Program (a program managed by CASAS) by Yolo County Office of Education Adult Education (YCOE Adult Ed) in the 2023-24 School Year and the awarding of a Cesar Chavez Community School High School diploma to students upon successful completion. This item will come back to the Board as an Action item at the Regular Board meeting scheduled for March 12, 2024.

### Recommendation

For information. Approve Implementation of the National External Diploma Program (a program managed by CASAS) by YCOE Adult Ed in the 2023-24 School Year at next month's Regular Board meeting in March.

### Supporting Documents



NEDP - Board Presentation -



NEDP - Board Presentation



NEDP BAI Feb 2024

### Contact Person

An Ta, Program Specialist III, Administrator, Teaching & Learning will present this item.



# National External Diploma Program® (NEDP)

Mitch Rosin, MA, MS, MS, EdD (ABD)  
NEDP CASAS National Consultant



# Key Points

1. NEDP has repeatedly been recognized as a competency-based diploma by the US Department of Education, Office of Career Technical and Adult Education (OCTAE).
2. NEDP is recognized as a competency-based diploma by the California Department of Education.
3. NEDP is fully aligned to the College and Career Readiness Standards (CCRS).
4. NEDP completers receive a locally issued high school diploma, not a high school equivalency certificate.

# NEDP – 41 Years of History



## 1972 Ford Foundation/Syracuse Research Corporation Study Results

- 1) Adult education class schedules were not compatible with adult responsibilities
- 2) Content did not relate to real life experiences
- 3) Multiple choice, paper/pencil tests were too limiting

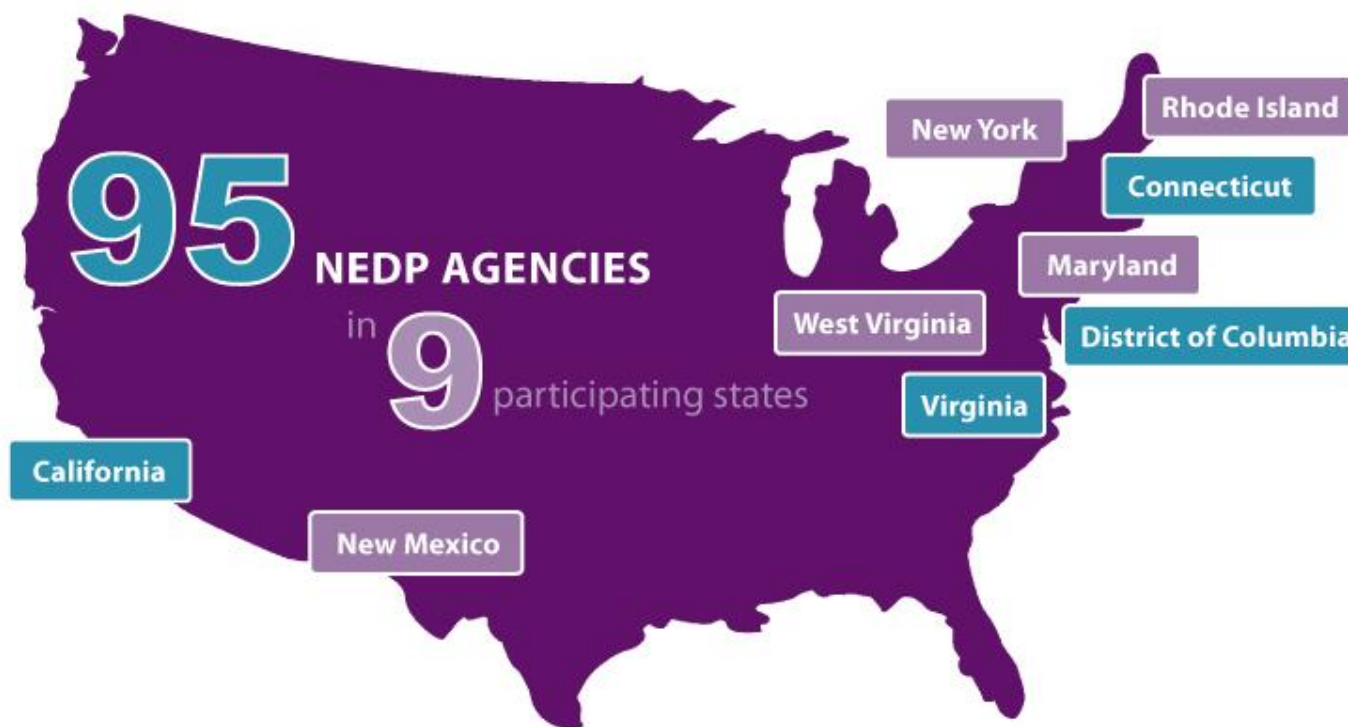
1975 NEDP debuted in Syracuse, New York

1979 NEDP validated by the US Dept. of Education for national dissemination

2006 CASAS acquired NEDP with support from New York, Maryland and Connecticut

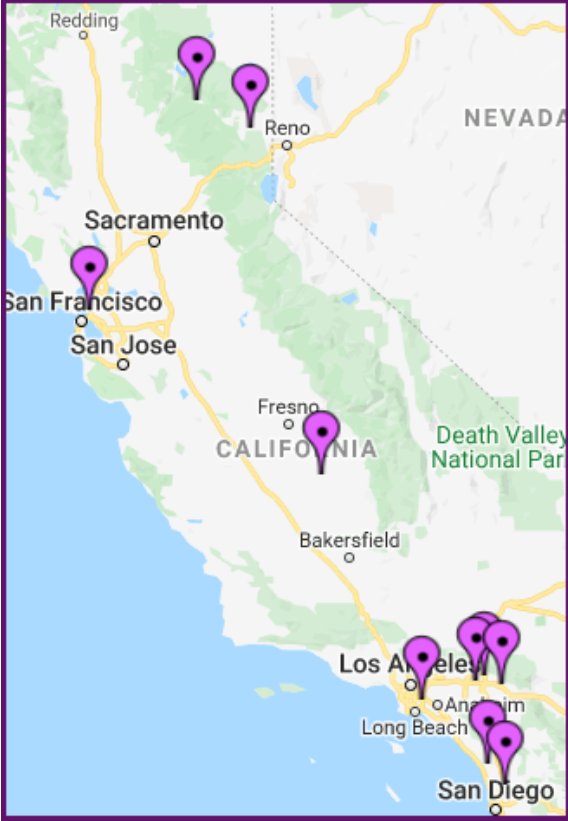
# Where is NEDP

- NEDP is implemented in 95 agencies nationally
- Implemented in 9 states and the District of Columbia



# NEDP Locations - California

- **ABC Adult School**  
12254 Cuesta Drive  
Cerritos, CA 90703
- **Berkeley Adult School**  
1701 San Pablo Ave.  
Berkeley, CA 94702
- **Colton Adult School**  
18829 Orange Street  
Bloomington, CA 92316
- **Feather River Adult School**  
501 Main Street  
Quincy, CA 95971
- **Inland Career Education Center**  
1200 North E. Street  
San Bernardino, CA 92405
- **Nevada County Adult Education**  
11761 Ridge Road  
Grass Valley, CA 95945
- **Poway Adult School**  
13626 Twin Peaks Road  
Poway, CA 92064
- **Sierra County Office of Education**  
109 Beckwith Road  
Loyalton, CA 96118
- **Tulare Adult School**  
575 W. Maple Avenue  
Tulare, CA 93274
- **Vista Adult School**  
510 Sunset Drive  
Vista, CA 92081
- **Yucaipa Adult School**  
12358 #B Sixth Street  
Yucaipa, CA 92399



# What is the NEDP?



The National External Diploma Program (NEDP) is a competency-based, applied performance assessment system in which participants demonstrate their abilities in a series of simulations that parallel job and life situations.

NEDP is the ONLY competency-based, workforce aligned, high school diploma program recognized by the US Department of Education.

NEDP is not instructional.

# Flexible Diploma Pathway

- Tasks are relevant to everyday life and client goals (gain/retain employment, enter postsecondary education, and/or training)
- Active participation and self-directed learning
- Hands-on approach
- Advisor and Assessor relationships
- Flexibility to work at own pace



## **Academic Competency (High School)**

- Focuses on application and demonstration of knowledge and skills based on the CCRS
- Clients acquire a high school diploma

## **College and Career Competency**

- Clients demonstrate progress in preparation for transition to postsecondary education, workforce training, and/or work



# How Does NEDP Assess Skills?



## Participants:

- are evaluated against a criterion of excellence instead of by comparison to others
- take responsibility for acquiring instruction by using existing resources
- achieve mastery of all required competencies, plus an occupational or specialized skill

# Applicability of NEDP Skills



- NEDP skills are applied in performance tasks in relevant adult contexts.
- Foundation and self-efficacy skills are applicable to college and careers.

Foundation Skills	Work Readiness Skills	Self-efficacy Skills
Reading Writing Listening Speaking Mathematics Information and Communication Technology Media Literacy	Career development Resume development Job search Interpersonal skills Organizational Awareness	Learning to learn Problem solving Critical analysis Personal responsibility Self-awareness Self-direction

# Sample Item: Credit Cards, cont.

## Competency 50: Interpret information on the use of credit, including interest rates, payment terms, and credit reports

Foundation Skills	NEDP Performance Indicator	CCR Standard(s)
<p><b>Applied Math 10.</b> Solve problems in realistic situations, including multi-step problems.</p> <p><b>Applied Math 13.</b> Understand and use the number relationships represented by rates, ratios, and proportions.</p> <p><b>Applied Math 14.</b> Represent relationships in mathematical situations with tables and equations (including variables, exponents and negative numbers).</p>	<p><b>50.1 A.</b> Compare and contrast two credit cards based on the following considerations:</p> <ul style="list-style-type: none"><li>a) card application procedures,</li><li>b) payment terms,</li><li>c) how finance charges are computed, and</li><li>d) key elements of the credit card statements.</li></ul> <p><b>B.</b> Explain why someone might choose one of these credit cards over the other and defend the choice.</p>	<p><b>CCRA.R.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it.</p>

# NEDP Steps to Completion

Intake Assessment (CASAS)



Portfolio Creation



Portfolio Review

Graduation



# NEDP Transition to Post Secondary/Work

- NEDP historically values the linkage between earning a high school diploma and advancing to college/career.
- NEDP has included a college/career component since 1975.
- NEDP College and Career Competency requires graduates to demonstrate work history, attainment of an occupational credential/certificate, complete job training prior to graduation, or demonstrate skills for college.

# General Requirements to Establish NEDP Site



- Provide evidence of diploma-granting authority.
- Have a minimum of 3 staff per local agency (2 for small agencies) complete the NEDP Implementation Training to become NEDP Advisors/Assessors/Reviewers.
  - Minimum requirements for Advisors/Assessors/Reviewers include a four-year college degree and any state certification requirements.
- Can partner with external agencies (libraries, AJCCs, community-based organizations, etc.).

# Recap of Key Points

1. NEDP has repeatedly been recognized as a competency-based diploma by the US Department of Education, Office of Career Technical and Adult Education (OCTAE).
2. NEDP is recognized as a competency-based diploma by the California Department of Education.
3. NEDP is fully aligned to the College and Career Readiness Standards (CCRS).
4. NEDP completers receive a locally issued high school diploma, not a high school equivalency certificate.



**NEDP Board Approval Action Item**

DATE: Tuesday, February 13, 2024

TO: Yolo County Office of Education Board of Education

FROM: Ân Tà, Program Specialist III/Administrator, Teaching & Learning

ITEM: Approve Implementation of the National External Diploma Program (a program managed by CASAS) by Yolo County Office of Education Adult Education (YCOE Adult Ed) in the 2023-24 School Year and the awarding of a Cesar Chavez Community School High School diploma to students upon successful completion.

Background: The National External Diploma Program (NEDP). NEDP is a competency-based, applied performance assessment system in which participants demonstrate their abilities in a series of simulations that parallel job and life situations. NEDP is the only competency-based, workforce aligned, high school equivalency program in the United States recognized by the Department of Education. It is not an instructional program and there is no class time needed. It is an online portfolio program, aligned to the Common Core and the CCR framework that is now the national Adult Education Standards.

Rationale: Through the development of a portfolio of work, clients demonstrate mastery at 100% of the Adult Education National Standards, and through that process demonstrate the ability and the skills to earn a high school diploma. It is specifically designed to for clients who are in the work force as their portfolio is built upon their work experience, thus making it 100% individualized.

Yolo County Office of Education administration is seeking approval for YCOE Adult Ed to implement the NEDP diploma and program. Students who successfully complete the NEDP program will be awarded a Cesar Chavez Community School High School diploma.

Review by Others: Stan Mojsich, Assistant Superintendent Equity and Support Services  
Maria Arvizu-Espinoza, Deputy Superintendent- Educational Services  
Ân Tà, Adult Education Administrator

Recommendation: Approve Implementation of the National External Diploma Program (a program managed by CASAS) by YCOE Adult Ed in the 2023-24 School Year and the awarding of a Cesar Chavez Community School High School diploma to students upon successful completion.

## 7. 6. Williams Quarterly Report on Yolo County Schools in Decile 1-3 & Uniform Complaints for YCOE Schools

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### 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 eligible for Comprehensive Support and Improvement under the Every Student Succeeds Act (ESSA)
- Schools eligible for Additional Targeted Support and Improvement under ESSA
- Schools with fifteen percent or more of the school's teachers that do not possess a valid and clear or preliminary teaching credential.

The schools currently identified for monitoring in Yolo County are Elkhorn Village Elementary, Riverbank K-8 Elementary, Stonegate Elementary, Westfield Village Elementary, Westmore Oaks Elementary (Washington USD), Dingle Elementary, Ramon S. Tafoya Elementary, Lee Middle School (Woodland JUSD), and Empowering Possibilities International Charter (EPIC).

We do not monitor schools in Davis JUSD, Esparto JUSD, or Winters JUSD, but these districts are included in the Uniform Complaints section of the report.

See attached letter.

### Recommendation

For Information.

### Supporting Documents



Williams YCBE Quarter 2 Letter

### Contact Person

Stan Mojsich, Assistant Superintendent, Equity and Support Services will present this item.

***Williams* Quarterly Report for Three Required Areas and  
Optional Reporting of Uniform Complaints  
Quarter of October, November, and December 2023**

February 1, 2024

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

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 2023-2024 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, December 2023.

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. This is not required for charter schools.

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.

Below are definitions of key terms used in the report:

- “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 November 30 and December 8, 2023. School facility received overall inspection rating: Good (96.76%)*

*Comments: Elkhorn needs modernization. This is planned to occur in the next few years.*

Riverbank Elementary School

*Visited on November 30, 2023,. School facility received overall inspection rating: Good (97.92%)*

*Comments: Riverbank maintenance has improved in recent years. The site is due for modernization.*

Stonegate Elementary School

*Visited on December 11, 2023. School facility received overall inspection rating: Good (97.31%)*

*Comments: Stonegate is a very well-maintained school. The district has invested capital in repairs such as the gutters.*

Westfield Village Elementary School

*Visited on December 12, 2023. School facility was not inspected due to ongoing construction.*

*Comments: The district is modernizing the campus and there are currently no students present. Inspection during construction is not feasible.*

Westmore Oaks Elementary School

*Visited on December 11, 2023. School facility received overall inspection rating: Good (98.21%)*

*Comments: Westmore Oaks was recently renovated and looks to be in great condition with a few minor deficiencies.*

**Woodland Joint Unified School District**Dingle Elementary School

*Visited on December 14 and December 15, 2023. School Facility received overall inspection rating: Poor (63.40%)*

*Comments: There are numerous easily reparable deficiencies at Dingle. Some of these were extreme deficiencies that are easily resolved and have lowered the rating to a level that is not indicative of the status of the school.*

Ramón S. Tafoya Elementary School

*Visited on December 6, 2023. School Facility received overall inspection rating: Good (95.53%)*

*Comments: Tafoya looks well maintained overall.*

Lee Middle School

*Visited on on November 14 and November 20, 2023. School Facility received overall inspection rating: Good (91.83%).*

**Empowering Possibilities International Charter:**

*Visited December 19, 2023. School Facility received overall inspection rating: Good (95.05%)*

### **School Accountability Report Card**

The SARC reports for 2022-23 will be reviewed in the spring of 2024.

Any findings, remedies, and/or schedules for remediation from the Fall of 2022 Williams site monitoring visit should be included in the 2022-23 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:**

Teacher misassignments and teacher vacancies will be included in the 3<sup>rd</sup> Quarter report, which will be sent in April, 2024.

### **Uniform Complaints:**

*A review of the quarterly submissions from all five Yolo County districts is summarized in the table below. Note that charter schools are not required to participate in the Uniform Complaint Procedure. Therefore, EPIC is not included below.*

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

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. 7. P-1 Attendance

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### Description

Attached is the 2023/2024 P-1 ADA report.

### Recommendation

For information.

### Supporting Documents



2023-2024 Period 1 Attendance

### Contact Person

Veronica Coronado, Associate Superintendent, Administrative Services, will present this item.



**YOLO COUNTY OFFICE OF EDUCATION**  
**Average Daily Attendance (ADA)**  
**2023/2024 Period 1**  
**January 16, 2024**

2023/2024	2023/2024	2023/2024	2023/2024
Adopted Budget (A)	Period 1 Actual (B)	Period 2 Actual (C)	Annual Actual (D)

PROGRAM

Cesar Chavez Community School (CCC)	15.00	26.85		
Cesar Chavez Extension Program	11.00	12.46		
Yolo County Career Program (YCCP)	4.00	0.00		
	<u>30.00</u>	<u>39.31</u>	<u>0.00</u>	<u>0.00</u>
Juvenile Hall	1.00	8.32		
Special Education		122.28		
Special Education - ESY		9.90		

Special Education  
ADA by District

	ESY	P1	P2	ANNUAL
Davis	1.54	17.06		
Esparto	0.38	7.39		
Washington	2.59	30.74		
Winters	1.38	16.59		
Woodland	4.01	50.50		
	<u>9.90</u>	<u>122.28</u>	<u>0.00</u>	<u>0.00</u>

## 7. 8. Monthly Board Financial Report

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### Description

Per request of the County Board of Education, attached is the current financial report for January 2024.

### Recommendation

For information.

### Supporting Documents



January 2024 Financial Report

### Contact Person

Veronica Coronado, Associate Superintendent, Administrative 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 :	16,474,243.00	3,868,939.22	20,343,182.22	7,472,174.23	12,871,007.99	36.73
	FEDERAL REVENUES :	1,146,648.00	392,548.01	1,539,196.01	506,176.62	1,033,019.39	32.88
	OTHER STATE REVENUES :	5,120,484.00	394,705.91	5,515,189.91	3,083,111.48	2,432,078.43	55.90
	OTHER LOCAL REVENUES :	10,743,111.00	1,079,591.80	11,822,702.80	1,338,508.73	10,484,194.07	11.32
* TOTAL YEAR TO DATE REVENUES	* *	33,484,486.00 *	5,735,784.94 *	39,220,270.94 *	12,399,971.06 *	26,820,299.88 *	31.61

EXPENDITURE DETAIL							
	CERTIFICATED SALARIES :	6,737,281.00	508,483.13	7,245,764.13	3,759,968.79	3,485,795.34	51.89
	CLASSIFIED SALARIES :	9,653,285.00	112,382.08	9,765,667.08	5,060,024.93	4,705,642.15	51.81
	EMPLOYEE BENEFITS :	7,967,238.00	195,820.67-	7,771,417.33	3,343,458.49	4,427,958.84	43.02
	BOOKS AND SUPPLIES :	1,165,502.00	310,556.77	1,476,058.77	405,887.81	1,070,170.96	27.49
	SERVICES, OTHER OPER. EXPENSE:	8,180,450.00	2,834,343.31	11,014,793.31	3,536,556.63	7,478,236.68	32.10
	CAPITAL OUTLAY :	1,426,082.00	2,011,575.37	3,437,657.37	53,861.20	3,383,796.17	1.56
	DIRECT SUPPORT/INDIRECT COSTS:	989,797.00-	7,186.98	982,610.02-	391,532.21-	591,077.81-	39.84
* TOTAL YEAR TO DATE EXPENDITURES	* *	34,140,041.00 *	5,588,706.97 *	39,728,747.97 *	15,768,225.64 *	23,960,522.33 *	39.68

OTHER FINANCING SOURCES ( USES )							
	INTERFUND TRANSFERS - IN :	472,777.00	472,777.00-	.00	.00	.00	NO BDGT
	INTERFUND TRANSFERS - OUT :	588,163.00-	472,777.00	115,386.00-	.00	115,386.00-	0.00
	CONTRIB.- RESTRICTED PROGRAMS:	.00	38,916.00-	38,916.00-	.00	38,916.00-	0.00
* TOTAL YEAR TO DATE OTHER FINANCING	* *	115,386.00-*	38,916.00-*	154,302.00-*	.00 *	154,302.00-*	0.00

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
FUND RECONCILIATION				
ASSETS AND LIABILITIES :				
9110	CASH IN COUNTY TREASURY	12,032,707.53	1,568,675.51-	10,464,032.02

**7. 9. Discuss Yolo County Board of Education's Retreat Goals for April 19, 2024** 

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**Description**

Discuss the agenda for the upcoming Yolo County Board of Education Retreat currently scheduled for April 19, 2024. I have attached a DRAFT agenda for reference.

**Recommendation**

Staff recommends edits to the agenda for the upcoming Yolo County Board of Education Retreat currently scheduled for April 19, 2024. I have attached a DRAFT agenda for reference.

**Supporting Documents**



4-19-24 Board Retreat AgendaDraft

**Contact Person**

President Shelton Yip will present this item.

# YOLO COUNTY BOARD OF EDUCATION

## Board Retreat

April 19, 2024

9:00 a.m. – 12:00 p.m.

YCOE Community Room

- I. Board President Welcome
  - Team Building Exercise (5 min)
- II. Presentation on County Committee on Redistricting and Territory Transfer (30 min)  
David Soldani, Attorney, Atkinson, et al.
- III. Budget (30 min)
  - Trainings, Travel and Supply Budget
    - Actuals for 2022-23
    - Year to date actuals for 2023-24
    - How to submit requests
    - Reserves
- IV. Review Mission and Vision Statement of YCOE (10 min)
- V. Update Roadmap to the Future (10 min)
- VI. Facilities Update (15 min)
- VII. Effective Governance Conversation and Agreements (1 hour)
  - Review California County Board of Education (CCBE) Handbook
    - \*Please bring your CCBE handbook to meeting*
  - Board Meeting Mechanics
    - Communication/roles between Trustees and Superintendent
      - Attendance at board meetings
  - Governance mindset
    - Process for supporting/sponsoring bills/staff & community
    - Potential special projects supported/sponsored by Board
    - Establish ad hoc committee/advisory committees (explore student board member)
- VIII. Conducting a Board Self-Evaluation (15 min)
  - Review last self-evaluation completed by Trustees and sample materials
  - Discuss timeline for future self-evaluation
- IX. Future Agenda Items (5 min)
  - Questions

- Other Items to Address
  - Update on CCBE transition committee

X. Adjournment

**8. SUGGESTED FUTURE AGENDA ITEM(S)**

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**Description**

- Update on EL RISE - Future meeting
- Status of Juvenile Hall - Cost and How many students (Requested by Trustee Moreno at Board Retreat)



**9. ADJOURNMENT**

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